DOCUMENT RESUME

ED 221 503 SP 020 988

TITLE	America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Minority Women: An Annotated Bibliography.
INSTITUTION	Saint Paul Public Schools, Minn.
SPONS AGENCY	Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE	82
NOTE	94p.; For related documents, see SP 020 985-993.
AVAILABLE FROM	Education Development Center, 55 Chapel Street, Newton, MA 02160 ($4.00; $56.00 for complete set of nine documents).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	American Indians; Annotated Bibliographies; Asian Americans; *Audiovisual Aids; Blacks; Cultural Differences; *Educational Resources; Elementary Secondary Education; *Females; Hispanic Americans; *Minority Groups; Multicultural Education; *Racial Bias; *Sex Bias; Sex Fairness; Social Attitudes; Stereotypes; Womens Studies

ABSTRACT

This annotated bibliography, which was compiled between December 1977 and July 1979, is designed for workshop leaders and teachers and provides information on resources on the topic of minority group women. It was developed to supplement the teacher-training manual, curriculum guides, filmstrips, and filmstrip user's guides for "Integrating Cultural Diversity into Non-Sex-Biased Curricula," a program to help students understand the status, needs, and contributions of minority group women. This bibliography is divided into five sections: (1) elementary resources; (2) secondary resources; (3) postsecondary and teacher resources; (4) elementary audiovisual resources; and (5) secondary audiovisual resources. Each section is further organized by minority group: American Indian, Asian American, black, Hispanic, and multiracial. Resources listed in sections devoted to elementary and secondary levels are primarily student-learning materials. Included are materials on, as well as by, minority women. Although some of the resources are described as sex- and/or race-biased, these materials can be used in teaching about discrimination and stereotyping. Both nonfiction and fiction works are found in the listings. The section on postsecondary and teacher resources contains a variety of resources which can be used for overview as well as in-depth information on minority women. Films, sound filmstrips, and cassettes are listed in the sections on elementary and secondary audiovisual resources. (JD)

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AMERICA'S WOMEN OF COLOR:
INTEGRATING CULTURAL DIVERSITY INTO NON-SEX-BIASED CURRICULA

MINORITY WOMEN: AN ANNOTATED BIBLIOGRAPHY

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U.S. DEPARTMENT OF EDUCATION
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Printed and distributed by WEEA Publishing Center, 1982
at Education Development Center, Inc., 55 Chapel Street
Newton, Massachusetts 02160

PREFACE

This annotated bibliography is part of AMERICA'S WOMEN OF COLOR: INTEGRATING CULTURAL DIVERSITY INTO NON-SEX-BIASED CURRICULA, which includes a teacher-training manual, curriculum guides, filmstrips, and filmstrip user's guides, but can be used by itself.

AMERICA'S WOMEN OF COLOR is a training and development program funded under the Women's Educational Equity Act, U.S. Department of Education. It is designed to help students understand the status, needs, and contributions of minority women of color, i.e., American Indian, Asian American, Black, and Hispanic; and to help teachers integrate relevant aspects of the history, culture, and contributions of these women into their existing classroom curricula. It is based on the fact that both males and females, regardless of their racial ethnic group, are seriously limited in their information about minority women, and it provides a process for meeting this deficit.

This project represents the work and commitment of many people during a two-year period. Although housed within the St. Paul Schools, it involved educators from the Roseville Area Schools and Hamline University. Through their efforts, a set of materials has been developed for use in staff programs at the elementary and secondary education levels. These materials include this annotated bibliography, a teacher-training manual, two curriculum guides containing sample lesson plans on minority women, and five sound filmstrips on minority women, as well as filmstrip user's guides.

Special thanks are due to those who assisted in the completion of this bibliography: W. J. Musa Foster, III, the project's research assistant, and Sharon M. Shiraiwa, Asian American Curriculum Specialist, St. Paul Public Schools, compiled the bibliography; and Karen J. Smith, Urban Affairs Department of the St. Paul Public Schools, did the final typing of it.

Gloria L. Kumagai
Project Director

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INTRODUCTION

This bibliography supplements the teacher-training manual, curriculum guides, filmstrips, and filmstrip user's guides for INTEGRATING CULTURAL DIVERSITY INTO NON-SEX-BIASED CURRICULA. It is organized into five sections: Elementary Resources, Secondary Resources, Postsecondary and Teacher Resources, Elementary Audiovisual Resources, and Secondary Audiovisual Resources. In addition, each section is organized by minority group: American Indian, Asian American, Black, Hispanic, and Multiracial.

The materials cited in this publication are those which can be used to learn about minority women and to develop culturally diverse non-sex-biased curricula. It does not include all resources on and/or by minority women. Criteria for selection included minority women as authors, knowledge of the subject, readability, interest level, and availability.

Within each minority group, controversy exists about sexism. Some individuals have advocated that energies should be devoted to fighting racism as opposed to sexism--that sexism is divisive in a racial group. Others have stressed that there is a need to combat both forms of discrimination. An attempt has been made to include secondary and postsecondary/teacher resources which reflect both of these perspectives.

In compiling this bibliography, we found that there is not a great number of resources on and/or by minority women. The fewest were found in regard to American Indian women. And within minority groups, there are not materials which cover all subgroups. For example, resources for teaching about Southeast Asian women in America, as well as Korean and Pilipino* American women, are lacking. In spite of these drawbacks, an effort was made to read and listen to the available materials for teaching about minority women. This effort is now evident in the following annotated bibliography.

UNDERSTANDING THE SECTIONS

Elementary and Secondary Resources: The resources listed in these sections are primarily student-learning materials. Many of them are listed in the lesson plans contained in the curriculum guides. Included are materials on, as well as by, minority women. Although some of the resources are described as sex- and/or race-biased, these materials can be used in teaching about discrimination and stereotyping. Both nonfiction and fiction are found in the listings of materials.

Postsecondary/Teacher Resources: This section contains a variety of resources which can be used for overview as well as in-depth information on minority women. Many of the resources cited are appropriate for developing a knowledge base about minority women in conjunction with implementing the sample workshop found in the teacher-training manual.

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*There is no *f* sound in the Pilipino language, originally referred to as Tagalog, and the contemporary Pilipino American prefers the *p* spelling and pronunciation.

Elementary and Secondary Audiovisual Resources: Films, sound filmstrips, and cassettes are listed in this section. These materials are appropriate for supplementing lesson plans on minority women.

USING THE BIBLIOGRAPHY

This bibliography should be used by workshop leaders to further their knowledge about minority women and the kinds of materials and resources available on them. This work is essential if leaders are to conduct effectively staff development activities which will enable workshop participants to learn about minority women and develop culturally diverse non-sex-biased curricula.

In turn, teachers who develop integrated curricula and/or teach about minority women should use this bibliography to increase their understanding of minority women and gain a better idea of student-learning materials. We suggest that teachers preview materials before using them with students.

We hope that this bibliography will assist in expanding your resources on minority women. It does not include human resources. However, valuable sources of information are people themselves. Talking with minority women can provide you with additional resources, such as local minority organizations' newsletters.

Most of the listed resources are available through the following agencies:

a. School and public libraries--this includes libraries at community and state universities. In addition, libraries can connect with regional, state, or even national interlibrary loan resources.

b. Government offices--regional, state, and national government offices have copies of reports and proceedings of conferences conducted by them. Often these documents are distributed free or at cost to interested parties.

c. Publishing and distributing houses--many of the listed suggested books are available in relatively inexpensive paperback editions.

If materials will be used frequently, the school library or the students should find it reasonable to buy copies. For those materials which will be used less frequently, you may want to obtain one copy and reproduce relevant parts for the class. A copy of the guidelines of the new copyright law is found on pages 3-5. It's a good idea to become acquainted with them if you choose to reproduce materials.

Since this bibliography was compiled from December, 1977 through July, 1979, it does not include recent resources for teaching about minority women. By maintaining contact with those sources which produce and/or distribute materials on minority women, you can be updated through their newsletters, catalogs, and listings. In addition, your public and school libraries can be valuable in assisting you in keeping up-to-date.

GUIDELINES FOR COPYING FOR CLASSROOM USE

Guidelines for classroom copying developed by the Ad Hoc Committee of Educational Institutions and Organizations on Copyright Law Revision, the Authors League of America, Inc., and the Association of American Publishers, and printed in the House Judiciary Committee Report (H. Rept. 94-1476), pp. 68-70:

Agreement on Guidelines for Classroom Copying
in Not-for-Profit Educational Institutions
With Respect to Books and Periodicals

The purpose of the following guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107 of H.R. 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future; and conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

Guidelines

I. *Single copying for teachers*

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

A. A chapter from a book;
B. An article from a periodical or newspaper;
C. A short story, short essay or short poem, whether or not from a collective work;
D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

II. *Multiple copies for classroom use*

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; *provided that:*

A. The copying meets the tests of brevity and spontaneity as defined below; *and,*
B. Meets the cumulative effect test as defined below, *and,*
C. Each copy includes a notice of copyright.

Definitions

Brevity

(i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.

(ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

[Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

(iii) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

(iv) "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity

(i) The copying is at the instance and inspiration of the individual teacher, and

(ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative effect

(i) The copying of the material is for only one course in the school in which the copies are made.

(ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

(iii) There shall not be more than nine instances of such multiple copying for one course during one class term.

[The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

III. *Prohibitions as to I and II above*

Notwithstanding any of the above, the following shall be prohibited:

(A) Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

(B) There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like material.

(C) Copying shall not:

(a) substitute for the purchase of books, publisher's reprints or periodicals;

(b) be directed by higher authority;

(c) be repeated with respect to the same item by the same teacher from term to term.

(D) No charge shall be made to the student beyond the actual cost of the photocopying.

Clarification

The concept of "teacher" in these guidelines is considered by the House Judiciary Committee to be defined broadly enough "to include instructional specialists working in consultation with actual instructors" according to Subcommittee Chairman Kastenmeier in a speech on the House floor (*Congressional Record*, Sept. 22, 1976, p. H10875).

I. ELEMENTARY RESOURCES

A. AMERICAN INDIAN

Aitken, Larry. Wanda Kee Wah Din. Bemidji, Minn.: Tri-State Community Action Project, 1971.

Wanda, a young Indian girl, describes her daily life in text and through photographs. Her family maintains cultural traditions and promotes Wanda's pride in her heritage.

Clark, Ann Nolan. Along Sandy Trails. New York: Viking, 1969.

Color photographs accompany the short descriptions of a young Papago Indian girl's environment. Her grandmother accompanies her on her walks as they discover the many aspects of the desert's nature.

Clark, Ann Nolan. In My Mother's House. New York: Viking, 1969.

Short verses and illustrations describe the daily life and environment of a young Indian boy in the Southwest. Harvest festivals, farming, adobe-building, irrigation, and family life are illustrated.

Crompton, Anne Eliot. The Winter Wife. Boston: Atlantic Monthly Press, 1975.

This is the Abenaki Indian folktale of a hunter's winter wife, his betrayal of their marriage, and their life together after they have been transformed into moose. Illustrator substitutes tipi for a wigwam.

Crowder, Jack L. Stephanie and the Coyote. Bernalillo, N. Mex.: Jack L. Crowder, 1969.

This bilingual story is presented in English and Navajo. Stephanie is a young Navajo Indian girl who guards her family's sheep from the coyotes. Color photographs show Stephanie's environment.

de Leeuw, Adele. Maria Tallchief. New York: Dell, 1971.

This book is a biography of the American Indian ballerina, Maria Tallchief. The story contains some references to Maria as an "Indian Princess."

Felton, Harold W. Nancy Ward, Cherokee. New York: Dodd, Mead, and Co., 1975.

This is the story of Nanye'hi (known to white settlers as Nancy Ward), who favored peace with the settlers and nonalignment during the Revolutionary War. The story tends to be moralistic and views the Cherokees as either "good" or "bad," depending on whether they wanted to help the settlers or save their own land.

Fowler, Carol. Daisy Hooee Nampeyo. Minneapolis, Minn.: Dillon Press, Inc., 1977.

Daisy Hooee Nampeyo is a noted Hopi Indian artist famous for her pottery, sculpture, and jewelry. Her childhood blindness and her development as an artist are described in this book written for intermediate readers.

George, Jean Craighead. Julie of the Wolves. New York: Harper & Row, 1972.

A touching story of an Eskimo girl, Julie, and what happens to her and the wolves she befriends. This interesting story gives insight into Eskimo culture.

Goble, Paul. The Girl Who Loved Wild Horses. Scarsdale, N.Y.: Bradbury Press, 1978.

This is the story of a young unnamed Indian girl of an unnamed tribe who joins a herd of wild horses. The illustrations are colorful, but the customs and traditions of the people remain vague.

Greenlee, Donna. Kachina Doll Coloring Books I and II. Scottsdale, Ariz.: Fun Publishing Co., 1972.

Both coloring books describe specific Kachina dolls and offer drawings for coloring. Each Kachina doll represents a different spirit in the Hopi religion and is a ceremonial gift to children to help them learn about the different spirits.

Gridley, Marion. Maria Tallchief. Minneapolis, Minn.: Dillon Press, Inc., 1973.

Written for intermediate readers, this biography of Maria Tallchief, the famous ballerina, begins with a description of part of her roots: the Osage people. The text describes Maria's struggles as a developing ballet dancer and her personal conflicts.

Harris, Christie. Mouse Woman and the Mischief Makers. New York: Atheneum, 1977.

Tales of Mouse Woman, a narnauk (a supernatural being of northwest Indian mythology), are often told during the winter season. These stories describe the experiences of Mouse Woman and various mischief makers. Text is written for intermediate readers.

Harris, Christie. Mouse Woman and the Vanished Princesses. New York: Atheneum, 1976.

These stories also describe the experiences of Mouse Woman, a supernatural Indian being. Princesses were being abducted and Mouse Woman comes to rescue them. Illustrations are black-and-white drawings. The text is written for intermediate readers.

Hughes, Phyllis. Indian Children Paper Dolls. Santa Fe, N. Mex.: The Museum of New Mexico Press, 1976.

A book of paper dolls, both male and female, showing the native dress and customs of southwest Indian tribes.

Hyde, Hazel. Maria, Making Pottery. Santa Fe, N. Mex.: Sunstone Press, 1973.

This picture story shows how Maria Martinez and her husband, Julian, make Indian pottery. They are San Ildefonso Indians and live near Santa Fe, New Mexico.

Libhart, Myles, and Amiotte, Arthur (eds.). Photographs and Poems by Sioux Children. Rapid City, S. Dak.: Tipi Shop, 1971.

Students from the Porcupine Day School on the Pine Ridge Indian Reservation in South Dakota wrote and created the poems and photographs found in this book.

McDermott, Beverly Brodsky. Sedna, An Eskimo Myth. New York: Viking, 1975.

This is an Inuit Eskimo folktale about Sedna, the mother of all sea animals.

Miles, Miska. Annie and the Old One. Boston: Little, Brown and Co., 1971.

A story of Annie, a Navajo Indian, and the Old One, her grandmother. The Old One tells the family that when the new rug is taken from the loom, she will go to Mother Earth. Annie tries to slow down the rug-making process. This book introduces Navajo culture and uses many Navajo terms.

Nelson, Mary Carroll. Annie Wauneka. Minneapolis, Minn.: Dillon Press, Inc., 1972

Annie Wauneka, a Navajo, was the first woman to be elected to the Navajo Tribal Council. This story focuses on her attempts to improve the health and welfare of her tribe. Her efforts won her the Medal of Freedom in 1963. The text is written for intermediate levels.

Nelson, Mary Carroll. Maria Martinez. Minneapolis, Minn.: Dillon Press, Inc., 1972.

The story of Maria Martinez, a noted Pueblo potter, is presented in this book for intermediate students. Together with her husband, Julian, she perfected a firing technique which produced her blackware pottery. Black-and-white photos accompany the text.

Nelson, Mary Carroll. Pablita Velarde. Minneapolis, Minn.: Dillon Press, Inc., 1971.

The story of the famous Tewa Indian artist is told in this book for intermediate readers. Black-and-white photographs accompany the text.

O'Dell, Scott. Island of the Blue Dolphins. New York: Dell, 1960.

This story is based on a historical account of an Indian girl who spent eighteen years alone on San Nicolas (Ghalas-at), an island in the Pacific.

O'Dell, Scott. Sing Down the Moon. New York: Dell, 1970.

This story of Bright Morning, a Navajo girl, in the 1860's helps students become familiar with Navajo culture, forced migration, and Spanish slave rings.

O'Dell, Scott. Zia. New York: Dell, 1976.

Zia, niece to Karana (of Island of the Blue Dolphins, see above), tries to arrange a search party for her aunt. Karana is brought to the Spanish mission and tries to adapt to the new environment. Unfortunately, the new lifestyle imposes too many restrictions on Karana (who was accustomed to a freer life), and soon she dies of an illness.

Old Coyote, Sally, and Toineeta, Joy Yellowtail. Indian Tales of the Northern Rockies. Billings, Mont.: Montana Indian Publications, 1971.

This book is one of a series of Indian folktales and legends. Six legends of the Gros Ventre, Flathead, Crow, Nez Perce, Shoshone, and Blackfoot tribes are presented. Children's drawings accompany the text.

Palay, Stephen. I Love My Grandma. Milwaukee: Raintree Editions, 1977.

This is the story of a young Indian girl's love for her grandmother, and the experiences they have together. She describes how her grandmother teaches her about nature.

Pascale, Janet. Famous Indian Women. Madison: University of Wisconsin-Extension, n.d.

Some of the women who are featured in this packet are: Marie Dorian, Dr. Rosa Minoka Hill, Pablita Velarde, La Donna Harris, and Nora Guinn. This collection provides insight into the history and many traditions of American Indians.

Paul, Frances Lackey. Kahtahah. Anchorage: Alaska Northwest Publishing Co., 1976.

This collection of stories draws on the experiences of a real person to recreate the life of a Tlingit Indian girl of 19th-century Alaska.

Penny, Grace Jackson. Moki. New York: Avon Books, 1960.

This story attempts to describe the life of a young Cheyenne girl in the past. Indian names (e.g., Antelope Girl, Running Deer, Buffalo Hump, etc.) and headbands with randomly placed feathers are scattered in the text written for intermediate readers.

Scott, Ann Herbert. On Mother's Lap. New York: McGraw-Hill, 1972.

The story of Michael, who feels that one of the nicest places to be is on his mother's lap. This book shows Michael's mother, an Eskimo woman, in a positive and nurturing role. Glo Coalson's drawings show knowledge of and sensitivity to Eskimo life.

Skold, Bette W. Sacagawea. Minneapolis, Minn.: Dillon Press, Inc., 1977.

This is the story of the controversial Shoshone woman, Sacagawea, who assisted the Lewis and Clark expedition through the Northwest. The account of her role in the expedition begins with her abduction from her Shoshone tribe.

Sneve, Virginia Driving Hawk. The Chichi Hoohoo Bogeyman. New York: Holiday House, 1975.

Three cousins visit their Sioux grandparents and think they have discovered the Chichi Hoohoo Bogeyman as each one knows of the term. The drawings are nonstereotypic and the story is contemporary.

Sneve, Virginia Driving Hawk. High Elk's Treasure. New York: Holiday House, 1972.

While Joe High Elk and his sister, Marie, are seeking shelter in a cave during a storm, they discover a "secret" treasure buried by their ancestor, Steps High Like An Elk. The illustrations are contemporary and nonstereotypic. The text is written for intermediate readers.

Sneve, Virginia Driving Hawk. Jimmy Yellow Hawk. New York: Holiday House, 1972.

Little Jimmy Yellow Hawk's real name was James Henry Yellow Hawk, but because he was young, he was "Little Jim." This story tells how he tries to prove himself and win respect as a "grown-up." Aspects of his Sioux culture and environment in South Dakota are presented. A winner of the Council on Interracial Books for Children's Award, it is written for intermediate readers.

Sneve, Virginia Driving Hawk. When Thunders Spoke. New York: Holiday House, 1974.

Norman Two Bull, a young Sioux boy, follows his grandfather's wishes and discovers an ancient Sioux relic on the sacred side of the butte. He gradually learns the value of his ancestors' traditions and gains an awareness of his culture. Illustrations are contemporary and nonstereotypic. The text is written for intermediate readers.

Tall Bull, Henry, and Weist, Tom. The Winter Hunt. Billings, Mont.: Montana Indian Publications, 1971.

Three stories, "The Winter Hunt," "Snake Medicine," and "Horses for the Cheyennes," describe some of the traditions of the northern Cheyenne. Two of the stories have women as central characters. Children's drawings accompany the text.

Tobias, Tobi. Maria Tallchief. New York: Thomas Y. Crowell Co., 1970.

The development of the famous American Indian woman's dancing career is described in this book written for intermediate readers. The text contains some generalizations, e.g., Maria's eyes are "mysterious," and "like most women, (Maria) wanted to have children."

Two Hawk, Evelyn. The Winona Series. Vermillion, S. Dak.: University of South Dakota Press, 1976.

This is a series of books about Winona, a Lakota girl. Each book is devoted to a particular event in her life, from birth to becoming Keeper of the Medicine. Each book also has a teacher's guide.

Van der Veer, Judy. Higher Than the Arrow. New York: Scholastic Book Services, 1969.

Francie refers to herself and the customs of her people as "Indian," yet no specific tribe is mentioned. Her experiences center around a coyote she found and her on-and-off friendship with Lucy Olson. Not much information is presented about life on the reservation where Francie lives. The text is written for intermediate readers.

The Weewish Tree, A Magazine of Indian America for Young People. San Francisco: American Indian Historical Society.

This series of magazines (published six times a year) contains stories, poems, and letters written by American Indians. Book reviews and activities are also included in each issue.

Yellow Robe, Rosebud. An Album of the American Indian. New York: Franklin Watts, 1969.

This text describes the early history of the seven regional Indian groups and presents historical sketches and photographs. Some generalizations about Indians are made in the text, i.e., "Whenever you see tall buildings . . . a Mohawk is most likely working on (it)." Although some reference is made to the negative effects of stereotyping of the Indians in employment, no mention is made of self-concept and institutional racism. This book is for intermediate readers.

Young, Biloine W., and Wilson, Mary. How Carla Saw the Shalako God. Independence, Mo.: Independence Press, 1972.

Maria, a young Zuni girl, befriends a Spanish American girl, Carla, and worries about inviting her to the Shalako celebration.

Young, Biloine W., and Wilson, Mary. Jennie Redbird Finds Her Friends. Independence, Mo.: Independence Press, 1972.

Jenny Redbird makes many friends among her classmates by telling them about her Chippewa heritage and culture. The book positively portrays her heritage and the illustrations are nonstereotypic.

B. ASIAN AMERICAN

Asian American People and Places. Ethnic Understanding Series. Los Angeles: Visual Communications/Asian American Studies Central, Inc., 1972.

This packet consists of nine stories about contemporary Asian-American lifestyles. "Doctor Jenny," "The Chan Family," and "Mrs. Kim" are stories of Asian American females.

Asian-American Women. Berkeley, Calif.: Berkeley Unified School District, Women's Studies Program, 1977.

A collection of historical, analytical and personal articles, artwork, photos, poetry, and short stories which express the opinions and consciousness of Asian American women. These articles are used as material for a unit on Asian American women written for intermediate grade levels.

Bales, Carol Ann. Chinatown Sunday: The Story of Lillian Der. Chicago: Reilly and Lee Books, 1973.

The daily life of ten-year-old Lillian Der in a middle-class Chicago suburb is presented through photographs and taped interviews with Lillian and her family. Scenes of her shopping in Chinatown, going to school, and preparing for the Chinese New Year are shown.

Brown, J. Perkins. Keiko's Birthday. New York: Friendship Press, 1965.

Keiko, a Japanese girl in the United Nations International School of New York, has a birthday party and everyone helps in the preparations. The text is somewhat outdated and contains some stereotypes, e.g., Keiko looks just like another Asian.

Cavanna, Betty. Jenny Kimura. New York: William Morrow and Co., 1964.

This is a story of a young Japanese American girl who comes to visit her grandmother in the United States during her sixteenth summer. Jenny often typifies the stereotype of the demure Japanese girl, stifling her feelings in order to be "well-mannered."

Ching, Ann. Sa Pagawaan Ng Damit/At the Sewing Factory. Berkeley, Calif.: Berkeley Unified School District, Asian American Bilingual Center, 1979.

A young Chinese American girl visits the sewing factory in San Francisco where her mother and friends work.

Coutant, Helen. First Snow. New York: Knopf, 1974.

A Vietnamese American girl discovers that her grandmother is dying and searches for the meaning of this death. The text does not reveal much about the Vietnamese American heritage, although the grandmother's philosophy on death has Asian roots.

Handforth, Thomas. Mei Li. New York: Doubleday, 1938.

Mei Li, always taunted for being a useless girl by her brother, San Yu, searches for adventure in the New Year Fair. The text contains some information that can be interpreted as sexist, since traditional Chinese values are shown. The Kitchen God appears as a Fu Manchu-type character.

Hawkinson, Lucy. Dance, Dance, Amy-Chan! Chicago: Albert Whitman and Co., 1964.

Amy is a Japanese American girl who, with her family, participates in the O'Bon Festival (festival honoring dead relatives and friends). Amy follows the stereotype of the shy, demure Asian woman and is often seen hiding behind her fan.

Jaynes, Ruth. Friends! Friends! Friends! Los Angeles: Bowmar Publishing, 1967.

This is a story about an Asian American girl and her friends, illustrated with Kodachrome pictures of people of different races.

Mosel, Arlene. The Funny Little Woman. New York: E. P. Dutton, 1972.

This version of a Japanese folktale describes a little woman who constantly giggled and met greedy ogres after falling in a hole after her rice dumpling.

Reit, Seymour. Rice Cakes and Paper Dragons. New York: Dodd, Mead, and Co., 1973.

Marie Chan and her family live in Chinatown, New York. Their lives and activities, both at home and around the city, are described through photographs.

Rhie, Schi-Zhin. Soon-Hee in America. Elizabeth, N.J.: Hollym International, 1977.

Soon-Hee (called "Grace" in school) introduces the reader to her friends, family activities, and Korean school. The book does not show Soon-Hee's feelings or attitudes about being Korean American.

Rhomer, Harriet, and Anchuodo, Mary. Skyworld Woman. San Francisco: Children's Book Press, 1978.

This bilingual book (Spanish/English) tells the story of Bugan, a goddess of the Ifugao people in the Philippines. Bugan plays an important role in the creation cycle and unites the skyworld with the earthworld. The text is also available in Tagalog and Ilocano, two Pilipino languages.

Tuyết, Trân Khánh. The Little Weaver of Thái-Yên Village. San Francisco: Children's Book Press, 1977.

Hiên, a little Vietnamese girl, lived with her mother and grandmother in the village. When the war hits the town, her mother and grandmother are killed and Hiên is brought to the United States for medical treatment. As she weaves blankets, she dreams of returning to Vietnam.

Uchida, Yoshiko. The Birthday Visitor. New York: Charles Scribner's Sons, 1975.

This is a story to read to the young about a Japanese American family in the 1930's. Emi, a young Japanese American girl, feels that her birthday celebration is ruined because a minister from Japan was visiting.

Uchida, Yoshiko. Journey Home. New York: Atheneum, 1978.

This sequel to Journey to Topaz (see below) relates Yuki's experiences after her family's relocation in Topaz. The text shows the different effects the internment had on Japanese Americans and describes the prejudice that existed after the war.

Uchida, Yoshiko. Journey to Topaz. New York: Charles Scribner's Sons, 1971.

Yuki Sakane and her family are ordered to relocate during World War II. This story describes their feelings and experiences during their relocation to Topaz in Utah.

Uchida, Yoshiko. The Promised Year. New York: Harcourt, Brace and World, 1959.

Keiko comes to live with her Aunt Emi and Uncle Henry in California. She travels on an ocean liner with her "Auntie" Kobe and meets Tama, a cat smuggled from Japan.

Uchida, Yoshiko. The Rooster Who Understood Japanese. New York: Charles Scribner's Sons, 1976.

Miyo, an Asian American girl, tries to solve her neighbor's rooster problem. The illustrations show some aspects of an Asian American home life.

Wing, Linda. A Heart as Strong as Mt. Fuji. Berkeley, Calif.: Asian American Bilingual Center, 1978.

A woman describes her immigration to America as a Japanese picture bride. Her experiences working in a tofu factory and having a picnic with Issei are also related in short text and pictures. The text is bilingual--Tagalog and English.

Yashima, Taro. Umbrella. New York: Viking, 1963.

A Japanese girl living in New York receives an umbrella for her birthday and waits impatiently to use it.

Yashima, Taro, and Yashima, Mitsu. Momo's Kitten. New York: Viking, 1961.

A poignant story of a little girl's cat who has kittens. The little girl is Momo who is featured in Umbrella.

C. BLACK

Adoff, Arnold. Big Sister Tells Me That I'm Black. New York: Holt, Rinehart and Winston, 1976.

Big Sister tells Little Brother what it means to be Black and proud. The text is written in verse.

Armstrong, William H. Sounder. New York: Harper & Row, 1969.

Although the book's title is the name of a dog, this story is about the dog's owners, a Black family in the rural South. When the father is arrested and put in a prison labor camp, mother and son are left to manage for themselves. The book portrays the strong unity and values of this Black family.

Baldwin, Anne Norris. Sunflowers for Tina. New York: Scholastic Book Services, 1970.

Tina, a young girl growing up in New York City, wants a garden, but can't convince her mother to help her. She discovers a way to make her grandmother smile without growing anything.

Bible, Charles. Jennifer's New Chair. New York: Holt, Rinehart and Winston, 1978.

Jennifer plans and prepares for her sixth-year birthday party. Before the party occurs, a fire destroys her family's home, including her invitations.

Black Women Poets. Berkeley, Calif.: Berkeley Unified School District, Women's Studies Program, n.d.

This packet contains readings and lessons on Aretha Franklin and Nikki Giovanni. The Aretha Franklin unit is excellent for music classes.

Brooks, Gwendolyn. Aloneness. Detroit: Broadside Press, 1973.

A short book with black-and-white illustrations describes how aloneness is different from loneliness.

Brooks, Gwendolyn. Bronzeville Boys and Girls. New York: Harper & Row, 1956.

A collection of poetry for young children is presented by the Pulitzer Prize-winning author, Gwendolyn Brooks.

Brownmiller, Susan. Shirley Chisholm. New York: Pocket Books, 1972.

During the 1968 elections, Shirley Chisholm became the first Black woman to be elected to Congress. As a Representative from New York, she strove to provide equal opportunities for minorities, women, and young people. This book describes the major events in Chisholm's life and career from her childhood in Barbados to her role in Congress. The text is written on an intermediate/junior high level.

Burt, Olive. Black Women of Valor. New York: Julian Messner, 1974.

This collection of biographies includes some on women, such as Juliette Derricotte, Maggie Mitchell Walker, Ida B. Wells, and Septima Poinsette Clark.

Caines, Jeannette. Abby. New York: Harper & Row, 1973.

Abby is a little Black girl who has been adopted by a Black family. She enjoys looking at her baby book because it is all about her. The close relationship between Abby and her family is emphasized in the story.

Carruth, Ella Kaiser. She Wanted to Read: The Story of Mary McLeod Bethune. Nashville, Tenn.: Abingdon, 1966.

This book describes Mary McLeod Bethune's childhood and career as founder of Bethune-Cookman College, the National Council of Negro Women, and director of the Women's Army Training Corps (WACS). This book is written for intermediate readers.

Clifton, Lucille. Three Wishes. New York: Viking, 1974.

A charming story about luck and learning is told in the words of a little girl.

Clifton, Lucille. The Times They Used to Be. New York: Dell, 1974.

A Black woman recalls her twelfth year in 1948 with her best friend, Tassie. The people in their lives and the events of that time are described in a monologue. Students should have some background knowledge of Black expressions before reading the text. Also Tassie is described as being light-skinned and having "good hair," in contrast to the mother's "nappy-head." Students should be aware of the origins of those values and the possible effect they have on the self-concept of young Black girls.

Dobrin, Arnold. Josephine's Imagination. New York: Scholastic Book Services, 1973.

Josephine, a little Haitian girl, longs for a doll and uses her imagination to create one from a broom.

El-Kati, Mahmoud. Little Zola Shine Discovers Kwanza. Minneapolis: Insight Book Publishers, 1979.

Zola Shine, a young Black girl, attends a Kwanza celebration with her mother and learns the history and culture of the holiday. The book contains no illustrations.

Erens, Pamela. Fight for Freedom. Berkeley, Calif.: Shameless Hussy Press, 1978.

This book was written by a ten-year-old and tells the story of a young slave's escape to freedom. The text contains unrealistic and inaccurate information about the period.

Fassler, Joan. Don't Worry, Dear. New York: Human Sciences Press, 1971.

Jenny is a little girl who wets her bed, sucks her thumb, and sometimes stutters. Her mother tells her that she will grow bigger and stop doing some of those things.

Fitzhugh, Louise. Nobody's Family Is Going to Change. New York: Dell, 1974.

A story about Emma Sheridan, who has two concerns in life: eating and becoming a lawyer. This book talks about Black rights, women's rights, children's rights, and interfamily relationships.

Giovanni, Nikki. Ego-Tripping. New York: Lawrence Hill and Co., 1973.

This collection of twenty-three poems for intermediate and junior high readers deals with a variety of subjects, including Black power, aloneness, Martin Luther King, Jr., Black men, and Nina Simone.

Giovanni, Nikki. Spin a Soft Black Song. New York: Hill and Wang, 1971.

A series of poems written for young people is presented in this book.

Goldreich, Gloria, and Goldreich, Esther. What Can She Be? A Newscaster. New York: Lothrop, Lee and Shepard Co., 1973.

The career of Barbara Lamount, a radio and television newscaster, is told in photographs and a short text. The book is written for young readers.

Graham, Shirley. The Story of Phillis Wheatley. New York: Archway Paperbacks, 1949.

Phillis Wheatley was brought to the United States on a slave ship. She translated Ovid at fifteen and wrote poems which soon became famous. Some pictures are stereotypic.

Greene, Bette. Philip Hall Likes Me. I Reckon. Maybe. New York: Dell, 1974.

Beth Lambert, a young Black girl, falls in love with Philip Hall, but finds herself competing with him. The story shows some aspects of growing up on a farm but does not deal with ethnicity or self-awareness.

Greenfield, Eloise. Honey, I Love. New York: Thomas Y. Crowell Co., 1978.

This book is a collection of poems by the Black author, Eloise Greenfield. Titles include: "I Look Pretty," "Harriet Tubman," and "By Myself." The pictures by Diane and Leo Dillon are very well done, showing Black girls sensitively and realistically. Recommended for children K-3, although many children in the 4th and 5th grades might also enjoy it.

Greenfield, Eloise. Rosa Parks. New York: Thomas Y. Crowell Co., 1973.

Rosa Parks, a Black woman from Montgomery, Alabama, gained national recognition when she was arrested for refusing to give her bus seat to a white man in 1955. As a result of that act of racism, Blacks in Montgomery boycotted the bus system until the Black/white rules were changed. This story tells of Rosa's childhood and her later role in the civil rights movement.

Hamilton, Virginia. Zeely. New York: Collier Books, 1967.

Eleven-year-old Greeder Perry spends her summer at Uncle Moss' farm and meets Zeely Tayber, who lives with her family on the farm. Greeder Perry soon believes that Zeely is a queen and creates fantasies about her.

Jacobs, Linda. Roberta Flack: Sound of Velvet Melting. St. Paul, Minn.: EMC Corp., 1975.

Roberta Flack discovered her musical talent at a battered piano and went on to become a popular singer and winner of a Grammy Award. This brief biography is written for intermediate and junior high readers.

Jacobs, Linda. Wilma Rudolph: Run For Glory. St. Paul, Minn.: EMC Corp., 1975.

Written for intermediate readers, this story describes the childhood and training of Wilma Rudolph, winner of three Olympic gold medals in track. Black-and-white photographs accompany the text.

Jordan, June. Fannie Lou Hamer. New York: Thomas Y. Crowell Co., 1972.

This is an extremely well-written biography of Fannie Lou Hamer. The book discusses the discrimination she faced as a child, how she helped other Blacks to register and vote, and finally, how she helped to establish the Freedom Farm Cooperative. The illustrations by Albert Williams are both sensitive and realistic. Although recommended for primary level, students in grades 4 and 5 may also find this book interesting.

Lewis, Lueuester. Jackie. Chicago: Third World Press, 1970.

Jackie gains acceptance with a group of boys, but surprises them when they realize she is a girl.

Lexcue, Joan M. Striped Ice Cream. New York: Scholastic Book Services, 1968.

Mama, Becky, Maude, Cecily, Flo, and Abe are portrayed as a poor Black family, fatherless and wanting. The story describes how their resourcefulness helps them to make ends meet and find Becky a birthday present.

Mathis, Sharon Bell. Sidewalk Story. New York: Avon Books, 1971.

The story of Tanya, whose family was being forced out of their apartment, and her friend, Lilly Etta, is told in this book. The main characters, Tanya and Lilly, are Black girls. The story shows the importance of friendship and the illustrations are nicely done.

McGovern, Ann. Black is Beautiful. New York: Scholastic Book Services, 1969.

Black-and-white photographs and short text describe how Black is beautiful in this book written for elementary readers.

McGovern, Ann. Runaway Slave. New York: Scholastic Book Services, 1965.

The story of Harriet Tubman's accomplishments as a woman who led many slaves to freedom is presented in this short text for 3rd- and 4th-grade readers.

Meriwether, Louise. Don't Ride the Bus on Monday. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

A brief biography of the Alabama Black woman, Rosa Parks, whose refusal to give up her seat on a bus marked the beginning of the civil rights movement. The text is written for intermediate readers.

Oliver, Dexter, and Oliver, Patricia. I Want to Be. Chicago: Third World Press, 1974.

The alphabet and possible careers are presented in black-and-white photographs. Several young girls are shown in positive career roles, although the doctor and nurse are portrayed by a boy and girl, respectively.

Ortiz, Victoria. Sojourner Truth: A Self-Made Woman. Philadelphia: J. B. Lippincott Co., 1974.

This is an account of Sojourner Truth's rise from slavery to national prominence as a speaker for freedom and civil rights for all people. The text is accompanied by pictures of historical artifacts and drawings of Sojourner Truth at various stages of her life.

Radford, Rudy L. Mary McLeod Bethune. New York: Scholastic Book Services, 1973.

The childhood and accomplishments of the well-known Mary McLeod Bethune are told in this short book for young readers. Black-and-white illustrations accompany the text.

Rollins, Charlemae. Christmas Gift. Chicago: Follett, 1963.

This is a collection of stories and poems by Black people about celebrating Christmas. Some stories are written by and about Black women.

Smucker, Barbara. Runaway to Freedom. New York: Harper & Row, 1977.

The story of two young slave girls who escape from a plantation in Mississippi and wind a hazardous route to freedom in Canada, via the Underground Railroad.

Sterling, Dorothy. Freedom Train: The Story of Harriet Tubman. New York: Scholastic Book Services, 1954.

This story describes the childhood and adult accomplishments of the famous Black woman, Harriet Tubman. The book is written for intermediate readers.

Sterling, Dorothy. Mary Jane. New York: Scholastic Book Services, 1959.

Although the story attempts to portray sympathetically the experiences of a young Black girl, Mary Jane, as one of the first Black children to go to Wilson Junior High (a white school), it contains generalizations about other ethnic groups and encourages a "melting pot" rather than a pluralistic perspective. The text is written for intermediate to junior high readers.

Surge, Frank. Singers of the Blues. Minneapolis, Minn.: Lerner Publications, 1969.

Short biographies of seventeen Black jazz and blues singers are presented in this book. Three biographies are of women singers--Ma Rainey, Bessie Smith, and Billie Holiday. The text is written for intermediate readers.

Thomas, Ianthe. Eliza's Daddy. New York: Harcourt Brace Jovanovich, 1976.

This story is about Eliza and her curiosity about her father's daughter in his new marriage. This book shows the positive aspects of the father-daughter relationship and exposes young children to divorce in a sensitive manner.

Tobias, Tobi. Marianne Anderson. New York: Thomas Y. Crowell Co., 1972.

This is a nicely illustrated story about Marianne Anderson, the talented singer. Her childhood and rise to a career at the Metropolitan Opera are described in the short text.

Witheridge, Elizabeth. And What of You, Josephine Charlotte? New York: Atheneum, 1972.

The story of Josephine Charlotte, a young slave girl in the early 1800's, is presented here. Miss Sarah, for whom Josephine was a personal maid, was about to marry, leaving Josephine's future in question.

D. HISPANIC

Belpré, Pura. Once in Puerto Rico. New York: Frederick Warne and Co., 1973.

This collection of stories and legends provides readers with some understanding of the history of Puerto Rico and the roots of the island culture. Several selections have female characters.

Campbell, Celina Andrade. Zenaida. Boulder, Colo.: All of Us, Inc., 1974.

Zenaida quickly takes care of her responsibilities at home so she can have time to go outside with her friends. They go swimming together in a favorite swimming hole. Spanish words are interspersed throughout the story, with glossary included.

Gasper, Tomás Rodriguez. Yolanda's Hike/La Aventura de Yolanda. Stanford, Calif.: New Seed Press, 1974.

An illustrated story about a group of four Hispanic youngsters who hike up Mt. Treetop. The bilingual text describes their adventures along the way.

Kirn, Ann. Two Pesos For Catalina. New York: Scholastic Book Services, 1961.

Catalina, a young Mexican girl, receives two pesos from a tourist as a reward for finding a lost bracelet. She spends time in the market and tries to find something to buy.

La Chicana. Berkeley, Calif.: Berkeley Unified School District, Chicano Studies and Women's Studies Programs, 1977.

A packet of readings and lessons on Mexican American women written for 4th- and 6th-grade social studies. The curriculum includes historical material and lessons on sex-role stereotyping of Chicanos.

Margarita. Anita la Conductora de Tractor/Annette the Tractor Driver. San Diego, Calif.: Books for Brown Eyes, 1976.

A bilingual book about a girl, Anita, who gets a job as a tractor driver. This is an excellent story for young students.

Margarita. The New Yellow Station Wagon/La Nueva Camioneta Amarilla. San Diego, Calif.: Books for Brown Eyes, 1976.

A bilingual story of a family's purchase and use of a new car, a yellow station wagon. The car they bought was one year old, used little gas, and had air conditioning and a radio.

Martin, Patricia Miles. Trina. New York: Scholastic Book Services, 1975.

This is an enlightening story for young people about a young Hispanic girl who needs to fulfill her self-image. This book can also be used to explain stereotyping.

Maury, Inez. My Mother and I are Growing Strong/Mi Mamá y Yo Nos Hacemos Fuertes. Stanford, Calif.: New Seed Press, 1978.

Emilita and her mother, Lupe, learn new skills and develop a sense of pride as they assume daily responsibilities without Emilita's father. The husband (father) has been imprisoned and mother and daughter work to keep the family bond strong. The bilingual story positively portrays the capabilities of women.

Maury, Inez. My Mother the Mail Carrier/Mi Mamá la Cartera. Old Westbury, N.Y.: The Feminist Press, 1976.

An excellent story about a little girl whose mother is a mail person or mail carrier. The story is both bilingual and nonsexist.

Politi, Leo. Three Stalks of Corn. New York: Charles Scribner's Sons, 1976.

This story is about Angelica, a Mexican American girl, and her life with her grandmother. The book provides information about some aspects of Mexican American culture and customs.

Schloat, G. Warren. María & Ramón: A Girl and Boy of Puerto Rico. New York: Alfred A. Knopf, 1966.

María and Ramón are two Puerto Rican young people who attend the same school. The photographs and text describe their daily lives as members of two different families.

Simon, Norma. Cuando Me Enojo/I Was So Mad. Chicago: Albert Whitman and Co., 1974.

Children express their feelings about situations which make them mad. Illustrations show how others help and encourage the children's growth.

Simon, Norma. What Do I Do? Chicago: Albert Whitman and Co., 1969.

Consuelo, a Puerto Rican child who lives in a city housing project, explains her everyday activities. One of the stores pictured in her neighborhood is the stereotypic Chinese laundry.

Singer, Julia. We All Came from Someplace: Children of Puerto Rico. New York: Atheneum, 1976.

The photographs and brief text describe seven children at work and play in the different terrains of Puerto Rico. This book is written for intermediate readers.

Talbot, Charlene Joy. Children in Hiding. New York: Scholastic Book Services, 1966.

Tomás and Fernanda, two young Hispanic children, fend for themselves in the big city. This story contains stereotypic messages about Hispanics--the children have been stranded by their father, who drifted from job to job, and now does not come home. Fernanda, the sister, does the cooking, cleaning, and complaining, while Tomás scrounges for food and finds solutions to their problems. In the end, the children are "saved" by their benevolent former superintendents, the Malloys.

Weiner, Sandra. Small Hands, Big Hands. New York: Pantheon Books, 1970.

This book contains seven profiles of Chicano migrant workers and their families. The three profiles of Chicanas provide insight into their lives and problems. The black-and-white photographs are excellent. Although recommended for students in primary grades, many intermediate students may also find this book interesting and informative.

E. MULTIRACIAL

Anders, Rebecca. A Look at Prejudice and Understanding. Minneapolis, Minn.: Lerner Publications Co., 1976.

Written for elementary readers, this book explains what prejudice is and how it affects people who are victims and holders of prejudice. The photographs are multiracial.

Behrens, June. Together. Chicago: Children's Press, 1975.

Multiracial photographs depict girls and boys interacting with relatives and each other.

Bowman, Kathleen. New Women in Art and Dance. Mankato, Minn.: Creative Educational Society, Inc., 1976.

This book contains short biographies of seven women, including Judith Jamison of the Alvin Ailey Dance Troupe.

Bowman, Kathleen. New Women in Entertainment. Mankato, Minn.: Creative Educational Society, Inc., 1976.

Seven women describe their development as entertainers: Lily Tomlin, Buffy Sainte-Marie, Judy Collins, Cicely Tyson, Valerie Harper, Diana Ross, and Melvina Reynolds. The text is written for intermediate and junior high readers.

Bowman, Kathleen. New Women in Media. Mankato, Minn.: Creative Educational Society, Inc., 1976.

Seven women describe their jobs in the media, from photographer to television news anchorperson. Loretta Long of Sesame Street is one of the women included.

Bowman, Kathleen. New Women in Medicine. Mankato, Minn.: Creative Educational Society, Inc., 1976.

This book contains seven short biographies of women who are employed in medicine. Anna Ellington, a Black doctor, is one of the women featured.

Bowman, Kathleen. New Women in Politics. Mankato, Minn.: Creative Educational Society, Inc., 1976.

Seven women describe their political careers in this book. Dolores Huerta, Patsy Mink, Barbara Jordan, and Yvonne Burke are among them.

Bunin, Catherine, and Bunin, Sherry. Is That Your Sister? New York: Pantheon Books, 1976.

Catherine Bunin describes her adoption and introduces her biracial family. Several issues concerning adoption are discussed and help increase awareness of this experience.

Berchardt, Nellie. Project Cat. New York: Scholastic Book Services, 1966.

Betsy, a young Black girl living in a city housing project, finds a cat and wants to keep it despite the ban on pets. The illustrations portray a multiracial group of friends.

Chapman, Kim Westsmith. The Magic Hat. Chapel Hill, N.C.: Lollipop Power, 1976.

Polly stumbles upon a magic hat which solves the problem of a place where girls and boys were separated.

Corren, Jody, and Merrick, Joann. People and Places. Huntington Beach, Calif.: Creative Teaching Press, 1978.

This is a volume of multicultural activities for the primary classroom. The activities were developed to teach concepts such as "People are alike and different," "People need shelter," and "People communicate." The ideas should be used in conjunction with resources on feelings between different people and more information on the cultural groups.

de Poix, Carol. Jo, Flo and Yolanda. Chapel Hill, N.C.: Lollipop Power, 1973.

This is a story of three sisters who appear to be very much alike, but who are also very different from each other. The book is good for discussing sex-role stereotyping and attempts to be multiracial, but the illustrations, overall, do not make clear distinctions.

Desbarats, Peter. Gabrielle and Selena. New York: Harcourt Brace Jovanovich, 1968.

This is a story about two girls, Gabrielle, who is white, and Selena, who is Black. The girls decide that life would be more interesting if they changed places for the night. The story discusses the physical and family life differences between Gabrielle and Selena and stresses the importance of friendship.

English, Betty. Women at Their Work. New York: The Dial Press, 1977.

Twenty-one women describe their work in short accounts. The text also presents photographs which depict these women at work. The volume includes Pilipino, Hispanic, Black, and Jewish women.

Fulton, Mary J. My Friend. New York: Golden Press, 1974.

This is a short story about two friends, a white boy and a Black girl. Both children are shown in positive and equal roles.

Hart, Carole; Pogrebin, Letty Cottin; Rodgers, Mary; and Thomas, Marlo. Free To Be . . . You and Me. New York: McGraw-Hill, 1974.

This volume includes stories, poems, songs, and pictures portraying positive sex roles for boys and girls. Although a few entries have Black characters, the contents are not multicultural.

Ingraham, Claire, and Ingraham, Leonard. An Album of Women in American History. New York: Franklin Watts, 1972.

The roles and history of women in America are presented in this volume in a "westward movement" chronology. The discussion of contemporary women includes some minority women.

Klein, Norma. A Train for Jane. Old Westbury, N.Y.: The Feminist Press, 1974.

Jane wants a train for Christmas and all her relatives try to dissuade her, suggesting "girls' things," such as dolls, costumes, and cooking items.

Lasker, Joe. Mothers Can Do Anything. Chicago: Albert Whitman and Co., 1976.

Mothers are shown in a variety of occupations and activities through the multiracial illustrations in this book. One picture depicts a cowboy-and-Indian scene and stereotypes the Indian.

Mangi, Jean. ABC Workbook. Old Westbury, N.Y.: The Feminist Press, 1975.

The alphabet is presented through short rhymes and illustrations showing girls in a variety of roles and activities.

Medsger, Betty. Women at Work. New York: Sheed and Ward, 1965.

This photographic documentary contains pictures and descriptions of numerous women employed in a diversity of occupations. It can be used at all levels of education.

Merriam, Eve. Boys and Girls, Girls and Boys. New York: Holt, Rinehart and Winston, 1972.

This book describes the activities and interests of four pairs of children. Each pair consists of one boy and one girl. All of the children are shown doing and thinking about things without regard to race or sex. Illustrations are excellent, showing white, Black, and Asian children.

Minard, Rosemary. Womenfolk and Fairy Tales. Boston: Houghton Mifflin, 1975.

This collection of folktales characterizes women as active and positive. Girls are portrayed in a variety of roles and cultures.

Pellett, Elizabeth; Rosen, Deborah; and May, Marguerite P. A Woman Is . . . . Concord, Calif.: Aardvark Media, 1974.

Excellent multiethnic and nonsexist contents show women in a variety of roles.

Pellett, Elizabeth; Rosen, Deborah; and May, Marguerite P. Yahbuts Are . . . . Concord, Calif.: Aardvark Media, 1974.

Yahbuts are what children say when they don't want to do something. The book contains multiracial and nonsexist illustrations.

Peterson, Jeanne Whitehouse. I Have a Sister. My Sister is Deaf. New York: Harper & Row, 1977.

A young girl describes her younger sister's silent world. The illustrations depict the characters as Third World people, but the text does not mention ethnicity.

Pratt, Ellen. Amy and the Cloud Basket. Chapel Hill, N.C.: Lollipop Power, 1975.

This is a fantasy story of Amy, who wanted to stuff clouds into a basket, just as the men did. The many illustrations are multiracial.

Ross, Pat (ed.). Young and Female. New York: Vintage, Sundial Books, 1972.

Personal accounts of eight American women are presented, describing their victory over sex-role stereotyping. Two of the entries are about Shirley Chisholm and Althea Gibson.

Seattle Public School District No. 1. Rainbow Activities. South El Monte, Calif.: Creative Teaching Press, 1977.

This publication contains suggestions for fifty multicultural/human relations experiences. They are categorized under the topics of cultural pluralism, self-image, values, and feelings.

Shepard, Mary, and Shepard, Ray. Vegetable Soup Activities. New York: Citation Press, 1975.

Multiethnic crafts, games, recipes, suggested activities on language and racial differences, and a list of recommended children's books form the contents of this book.

Simon, Norma. All Kinds of Families. Chicago: Albert Whitman and Co., 1976.

The diversity of the family unit is shown in this book with multiracial illustrations. Families include single parent, adoptive, and extended relationships.

Simon, Norma. Why Am I Different? Chicago: Albert Whitman and Co., 1976.

This book portrays everyday situations in which children see themselves as "different" in family life, preferences, and aptitudes--and yet feel that being different is all right.

Tompert, Ann. The Clever Princess. Chapel Hill, N.C.: Lollipop Power, 1977.

Princess Lorna feels qualified to succeed her father's rule, but his chief counselors feel she is unqualified because she is a "girl," and put her through a battery of tests.

Valiant, Sharon. Crossing Cultures--Third World Women. New Brunswick, N.J.: Training Institute for Sex Desegregation of the Public Schools, 1977.

Resources, activities and ideas for the classroom teacher are provided in this book on Third World women. The contents include women in the United States as well as in the countries of their ancestors.

Valiant, Sharon. People* Working . . . *Especially Women . . . . New Brunswick, N.J.: Training Institute for Sex Desegregation of the Public Schools, 1976.

This book suggests activities and resources for the classroom teacher in learning and teaching about women. Although the ideas are diverse, minority women are not significantly represented in the entries.

Women at Work. Berkeley, Calif.: Berkeley Unified School District, Women's Studies Program, March 1976.

This is a multicultural packet of pictures of women at work and includes lesson plan ideas for intermediate grades.

Yee, Sylvia, and Kokin, Lisa (eds.). Got Me a Story to Tell. San Francisco: St. John's Educational Threshold Center, 1977.

This book is a collection of six short biographies of minority children, two of which are about minority girls, one Black and one Asian American. Although recommended for primary students, intermediate students may also find this book interesting.

II. SECONDARY RESOURCES

A. AMERICAN INDIAN

Brill, Charles. Indian and Free. Minneapolis: University of Minnesota Press, 1971.

This book provides an examination of contemporary Chippewa life on the Red Lake Reservation in northern Minnesota. Black-and-white photographs accompany the text.

Christensen, Rosemary Ackley. "Indian Women: An Historical and Personal Perspective. Pupil Personnel Services Journal, Minnesota Department of Education, Vol. 4, No. 2, 1975, pp. 12-22.

Christensen notes that the literature on Indian women has been written from three ethnocentric perspectives: those of the trader, missionary, and anthropologist. Specifically, such accounts derive from a white, sexist point of view and so depict Indian women as subjects of sexist cultures. According to the author, Indian women have not been, and are not now, restricted by structured role delineation in their own societies. The article concludes with a call for the development of authentic material on Indian women.

Crary, Margaret. Susette La Flesche: Voice of the Omaha Indians. New York: Hawthorn Books, 1973.

This biography is about Susette La Flesche, who became an advocate for the return of Indian lands and the right of Indians to equal treatment under the law.

Cutler, C. (ed.). American Indians Today. Middletown, Conn.: Xerox Education Publications, 1970.

This book contains some selections on Indian women, such as an early Seminole girl and Buffy Sainte-Marie.

Gehm, Katherine. Sarah Winnemucca. Phoenix: O'Sullivan, Woodside and Co., 1975.

The story of Sarah Winnemucca (1843-1891), who was a national figure of great importance to the Indian people during the 1880's, is told in this book. She was responsible for the passage of the Dawes Act of 1887, which assisted Indians in becoming U.S. citizens, and was the first Indian woman to have a book published.

Gridley, Marion. American Indian Women. New York: Hawthorn Books, 1974.

Biographies of eighteen Indian women, ranging from Sacagawea and Pocahontas to Maria and Marjorie Tallchief, are found in this book. A brief bibliography of books on and about Indian women is also included.

Hoylan, Regina. "Indian Women and the Movement." H.U.D. Challenge, September 1975, pp. 1-2.

This is an Indian woman's perspective on the feminist movement; she observes that the movement is white, middle-class, and has an outlook different from that of Indian women. Hoylan asserts that Indian women are more concerned with racism than sexism; Indian women acknowledge the traditional decision-making role of males; and Indian women meet conflicting expectations from tribal and American societies.

Katz, Jane B. (ed.). I Am the Fire of Time: The Voices of Native American Women. New York: E. P. Dutton, 1977.

This anthology documents the contrast between the old world of the Native American woman and the new. Part I includes songs, prayers, and oral history. Indian women describe rituals, roles, and varied lifestyles in tribal society. Part II features contemporary poetry and prose, as well as interviews with Indian women from all walks of life. They share their concerns for today and hopes for tomorrow.

"Killing Our Future." Akwesasne Notes, Spring 1976, pp. 3-4.

This article deals with the issues of involuntary sterilization of Indian women and removal of Indian children to non-Indian settings. A discussion of medical experimentation on Indian children is also included.

Lurie, Nancy Oestreich. "Indian Women: A Legacy of Freedom," in R. I. Acopi (ed.), Look to the Mountain Top. San Jose, Calif.: Gousha Publications, 1972, pp. 29-36.

Anthropologist Lurie attempts to shed some light on the history of Indian women. She believes whites often unjustly projected the inferior position of women in white society onto Indian women. Discussing contemporary Indian life, Lurie suggests Indian women may suffer less "acculturation stress" than men and are often able to find work within the community while men are not. She concludes with several descriptions of prominent modern Indian women.

Niethammer, Carolyn. Daughters of the Earth. New York: Collier Books, 1977.

This is one of the first books to document the experiences of American Indian women. It contains factual information on the traditional lives of Indian women from birth through death.

Peterson, Susan. Maria Martinez: Five Generations of Potters. Washington, D.C.: Smithsonian Institution Press, 1978.

This book contains photographs of and information on the pottery made by Maria Montoya Martinez and members of her family.

Simpson, Richard. Ooti, A Maidu Legacy. Millbrae, Calif.: Celestial Arts, 1977.

The distinctive heritage of the Maidu Indian, as it was known and lived by Lizzie Enos, is described here. It is told through the language of mythology and in Lizzie's own words. Black-and-white photographs accompany the text.

Terrell, John Upton, and Terrell, Donna M. Indian Women of the Western Morning. Garden City, N.J.: Anchor, 1976.

The thesis of this book is that in most Indian tribes women "were not only highly regarded and protected but occupied positions of authority in both civil and ecclesiastical affairs." Thus, the authors try to dispel the myth of the "poor squaw." In doing this, they depict important aspects of the traditional lives of Indian women by drawing from ethnographic reports and accounts of white settlers and travelers. Note: Some readers may find the authors' language condescending or overly romanticized.

Witt, Shirley Hill. "Native Women Today: Sexism and the Indian Woman," in Sue Cox (ed.), Female Psychology: The Emerging Self. Chicago: Science Research Associates, 1976, pp. 249-259.

The author criticizes the stereotypic portrayal of Indian women in the media and deplores the oppression of these women in all facets of their lives. Witt hopes that all women of color will recognize the commonality of their needs and suggests that if some commonalities between minority and majority women can be identified, a national movement for equality can be developed.

B. ASIAN AMERICAN

"Asian American Women--Part 1." Bridge, Vol. 6, No. 4, Winter 1978/1979, pp. 16-53.

This special section in Bridge contains an overview of Asian American women, an Asian American woman's perspective on feminism, historical articles about prostitution in San Francisco's Chinatown and a Korean picture bride in Hawaii, and a bibliography on Asian American women.

"Asian American Women--Part 2." Bridge, Vol. 7, No. 1, Spring 1979, pp. 9-49.

A large part of this section consists of poetry by a number of Asian American women. Contemporary perspectives on being an Asian woman and a history of Pilipino women in Hawaii are also found in this issue.

Asian Women. Los Angeles: University of California Press, 1975.

This journal is a collection of articles and poems by Asian women. Articles on the Asian woman's history, self-concept, and oppression, as well as contemporary issues, are included.

Asian Writers Project. Sojourner IV. Berkeley, Calif.: Berkeley Unified School District, Berkeley High Asian Student Union, 1974.

This volume contains stories, poems, drawings, and photos by Asian American students and parents. Chapters include: "Sojourners," "Asian Women," "Being Asian," "Family," "Our Struggle," and "We Are."

Chou, Cynthia L. My Life in the United States. North Quincy, Mass.: Christopher Publishing House, 1970.

Chou writes of her experiences in America and contrasts the values, lifestyles, and behavior of Americans with those of the Chinese and British. Many of her observations are pro-American and often self-deprecating.

Chinn, Frank; Chan, Jeffrey Paul; Inada, Lawson Fusao; and Wong, Shawn. Aiiieeeee! An Anthology of Asian-American Writers. Garden City, N.J.: Doubleday, 1974.

This anthology includes the writings of fourteen accomplished Americans of Japanese, Chinese, and Pilipino descent. Female writers featured are Diana Chang, Momoko Iko, Hisaye Yamamoto, and Wakako Yamauchi.

Gunn, Rex. They Called Her Tokyo Rose. San Francisco: Rex B. Gunn, 1977.

Rex Gunn was a journalist stationed in the South Pacific who has written an excellent book on the facts surrounding Iva Toguri.

Houston, Jeanne Wakatsuki, and Houston, James D. Farewell to Manzanar. New York: Bantam Books, 1973.

This personal account of Jeanne's internment in Manzanar describes the experiences and the effects of the relocation of her family.

Hsu, Kai-Yu, and Palubinskas, Helen. Asian American Authors. Boston: Houghton Mifflin, 1972.

An anthology of Asian American literature which includes writings by Jade Snow Wong, Virginia Lee, Diana Chang, and Hisaye Yamamoto.

Ignacio, Melissa Macagba. The Philippines: Roots of My Heritage. San Jose, Calif.: Filipino Development Associates, Inc., 1977.

Melissa, a young Filipino American girl, learns of her heritage through a trip to the Philippines. She describes several traditions and values of the Filipino culture.

Iva Toguri: Victim of a Legend. San Francisco: Japanese American Citizens League, 1976.

This booklet describes how Iva Toguri was stranded in Japan, how the legend of Tokyo Rose was created about her, and how she became tyrannized by that legend. A case study in racism and sexism is presented.

Kingston, Maxine Hong. The Woman Warrior. New York: Vintage, 1976.

A Chinese American woman describes her childhood in California and how she learned about her heritage and questioned her role in life. Many traditional Chinese values and customs are described.

Leong, Michael (ed.). Emergence. San Mateo, Calif.: San Mateo Union High School District, Asian-American Student Association, 1974.

This is a collection of articles by Asian American high school students. Many of the essays discuss self-concept and ethnic pride. Some entries concern Asian American women.

Momoko. Never Forever: The Story of Momoko. Philadelphia: Dorrance and Co., 1974.

When she was sixteen, Momoko left America with her family for Japan. Her experiences in Japan during World War II are described in detail.

Okubo, Miné. Citizen 13660. New York: Arno Press, 1979.

This book is a reissue of a dramatic portrayal of life inside an internment camp during World War II. The illustrations were done by the author, a noted artist.

Pascua, Reynaldo Jr. Rural Asian Americans. Olympia: Washington Commission on Asian American Affairs, 1976.

This book delineates in very straightforward, nontechnical language the status of Asian Americans in Yakima Valley, Washington. Some of the information is specific to Asian American women.

Saiki, Patsy Sumie. Sachie, A Daughter of Hawaii. Honolulu: Kisaku, Inc., 1977.

Sachie, a young Japanese American girl growing up in Hawaii, gradually learns of her heritage and of her parents' experiences in immigrating to America.

Saloy, Mona Lisa, and Matsuda, Lawrence (eds.). An Ethnic Anthology. Olympia, Wash.: Superintendent of Public Instruction, 1975.

This anthology contains short stories and poems written by children. Some of the entries concern ethnic experiences and include stories by young Asian American girls.

Sunoo, Sonia S. "Korean Women Pioneers of the Pacific Northwest." Oregon Historical Quarterly, Vol. 79, No. 1, Spring 1978, pp. 51-64.

This article describes the hardships and contributions of six Korean women in the Pacific Northwest.

Telemaque, Eleanor Wong. It's Crazy to Stay Chinese in Minnesota. Nashville: Thomas Nelson, Inc., 1978.

Ching Wing, a young Chinese American girl growing up in a small Minnesota town, wants to be more "American" and go to the university. As the only daughter, Ching helps her family with their restaurant and dreads having to spend her life there.

Visual Communications. In Movement: A Pictorial History of Asian America. Los Angeles: Asian American Studies Central, 1977.

Documents and photographs of the experiences of Asian Americans are presented in this book. A short introduction on immigration, work, and community is included for each chapter.

Wand, David Hsin-Fu. Asian-American Heritage. New York: Simon and Schuster, 1974.

This is an anthology of prose and poetry including selections from Hisaye Yamamoto, Diana Chang, Suzi Mee, and Janice Mirikitani.

Wong, Jade Snow. Fifth Chinese Daughter. New York: Harper & Row, 1950.

This is an autobiography of a young Chinese American woman. Chapters of special interest to women are: "Learning to be a Chinese Housewife," "A Person as Well as a Female," "Girl Meets Boy," and "Marriage Old and New Style."

Wong, Jade Snow. No Chinese Stranger. New York: Harper & Row, 1975.

This book describes the author's life since the publication of Fifth Chinese Daughter (see preceding entry). Topics included are Wong's roles as a ceramist, wife, mother, and visitor to China.

Yep, Laurence. Child of the Owl. New York: Harper & Row, 1977.

Casey, a twelve-year-old Chinese American girl, is sent to live with her grandmother in Chinatown. The story counters traditional images of race, sex, family, and age.

C. BLACK

Albertson, Chris. Bessie. New York: Stein and Day, 1972.

This biography of the famous blues vocalist, Bessie Smith, begins with her musical development as a young adult and ends with her tragic death in 1937. Her singing and acting career is described and accompanied by photographs.

Amini, Johari. Let's Go Some Where. Chicago: Third World Press, 1970.

This is a collection of poems written by the author, a Black female poet. One of the poems, "Letter to a Black Woman's Daughter," deals with being a Black woman in America.

Anderson, Mignon Holland. Mostly Womenfolk and a Man or Two: A Collection. Chicago: Third World Press, 1976.

A collection of short stories and memories following the cycle of birth, childhood, struggle, and death is presented in this book.

Angelou, Maya. Gather Together in My Name. New York: Bantam Books, 1967.

Angelou, Maya. I Know Why the Caged Bird Sings. New York: Bantam Books, 1969.

Angelou, Maya. Singin' and Swingin' and Getting Merry like Christmas. New York: Bantam Books, 1976.

This autobiographical trilogy by the heralded actress and dancer chronicles her struggles and triumphs. The first book centers on Maya's childhood in a rural Arkansas town and her experiences with prejudice and discrimination.

The second book focuses on Ms. Angelou's development as a dancer and her experiences in different occupations.

Her travels with the "Porgy and Bess" troupe are described in the final book.

Angelou, Maya. Just Give Me a Cool Drink of Water 'Fore I Diiie. New York: Bantam Books, 1973.

These poems describe the many feelings and experiences of a Black woman.

Angelou, Maya. Oh Pray My Wings Are Gonna Fit Me Well. New York: Bantam Books, 1977.

This collection of poetry also describes Angelou's emotions, experiences, and perspectives as a Black woman in America.

Aptheker, Bettina. The Morning Breaks: The Trial of Angela Davis. New York: International Publishers, 1975.

The trial of Angela Davis and the circumstances surrounding the persecution of this former political prisoner are detailed in this book.

Bambara, Toni Cade. The Sea Birds Are Still Alive. New York: Random House, 1974.

This collection of ten stories describes the experiences of a variety of people, including a novice community worker, an organizer's wife, and passengers on an Asian refugee ship.

Billington, Ray Allen. The Journal of Charlotte L. Forten. New York: Collier Books, 1961.

This record of a sensitive and idealistic young Black girl's reactions to the white world of the Civil War era describes her experiences as a teacher in Massachusetts and as an abolitionist in South Carolina.

Brooks, Gwendolyn (ed.). A Broadside Treasury 1965-1970. Detroit: Broadside Press, 1973.

This anthology of poems contains works of LeRoi Jones, Gwendolyn Brooks, Nikki Giovanni, and other contemporary Black writers. Many contributions are by Black women.

Brooks, Gwendolyn. Riot. Detroit: Broadside Press, 1969.

Riot is a poem by Brooks in three parts. It arose out of the disturbances in Chicago after the assassination of Martin Luther King, Jr. in 1968.

Brooks, Gwendolyn. Selected Poems. New York: Harper & Row, 1963.

This anthology of Brooks' poems includes excerpts from her books, A Street in Bronzeville, Annie Allen, and The Bean Eaters. New poems are also included.

Brown, William Wells. Clotel, or the President's Daughter (1853). New York: Collier Books, 1970.

Clotel (1853) is considered to be the first novel written by a Black American. The character Clotel was the daughter of Thomas Jefferson and his housekeeper-mistress, a slave. The story describes the slave trade throughout the South--the slave pens, auction blocks, seductions, suicides, etc. The yellow-fever epidemic and Nat Turner's insurrection are both described.

Cade, Toni. The Black Woman: An Anthology. New York: The New American Library, 1970.

This is one of the first collections of writing by and about Black women. The stories, poems, and essays discuss topics such as politics, racism in education, the Black man, child-raising in the ghetto, and the Black woman's share in Black power.

Chilton, John. Billie's Blues: The Billie Holiday Story, 1933-1959. New York: Stein and Day, 1975.

This biography of the well-known blues singer, Billie Holiday, describes her development as an artist, her bouts with drug addiction, and her experiences as a popular, yet lonely, singer.

Clifford, Carrie Williams. The Widening Light. New York: Thomas Y. Crowell Co., 1971.

This is a collection of poems by the author, a member of the Niagara Movement, from which the National Association for the Advancement of Colored People (NAACP) emerged, and a spokesperson for women's rights.

Damali (Denise Burnett). I Am That We May Be. Chicago: Third World Press, 1974.

Thirteen poems by the author, a Black woman, are included here. Some entries deal with the experiences of being a Black woman.

Evans, Mari. I Am a Black Woman. New York: William Morrow and Co., 1964.

The poems in this collection reflect Evans' perceptions and self-awareness as a Black woman in America.

Gaines, Ernest J. The Autobiography of Miss Jane Pittman. New York: Bantam Books, 1976.

This story describes Jane Pittman's life, from slavery to freedom.

Giovanni, Nikki. Gemini. New York: Penguin Books, 1971.

This is an autobiographical account of Giovanni's development and experiences as a young Black poet. Some topics she focuses on are death, literature, political prisoners, and family relationships.

Giovanni, Nikki. RE: Creation. Detroit: Broadside Press, 1976.

The poems in this collection focus on a variety of themes. Some reflect Ms. Giovanni's thoughts about Gwendolyn Brooks, Aretha Franklin, and Nina Simone.

Guffy, Ossie. Ossie: The Autobiography of a Black Woman. New York: Bantam Books, 1971.

Ossie Guffy is a Black woman in Watts, California. This story is about her life on welfare with her family of nine children and presents her views on being Black in America.

Guy, Rosa. The Friends. New York: Bantam, Pathfinder Editions, 1974.

Phyllisia Cathy, a fourteen-year-old immigrant from the West Indies, is taunted by her classmates and eventually befriends Edith Jackson, who seems to be her opposite.

Hansberry, Lorraine. A Raisin in the Sun. New York: Signet Books, 1958.

This play won the New York Drama Critics' Circle Award for the 1958-59 season. The story centers around the hopes and frustrations of a Black family on Chicago's Southside.

Hansberry, Lorraine. To Be Young, Gifted and Black. New York: Signet Books, 1970.

Lorraine Hansberry was the youngest American playright and the only Black writer ever to win the New York Drama Critics' Circle Award for "The Best Play of the Year." She received it in 1959 for her play, A Raisin in the Sun. This biography traces her literary career and incorporates samples of her diverse works in the text. Black-and-white photographs and illustrations are included.

Harris, Middleton, et al. The Black Book. New York: Random House, 1974.

This is a compilation of articles, historical documents, photographs, and poetry describing the historical experiences and contributions of Blacks in America. Some of the entries present the role of the Black woman.

Haskins, James. Fighting Shirley Chisholm. New York: The Dial Press, 1975.

This biographical sketch of Ms. Chisholm traces her political career from her young adulthood to her position in the U.S. House of Representatives. Black-and-white photographs depicting Ms. Chisholm's career accompany the text.

Heidish, Marcy. A Woman Called Moses. New York: Bantam Books, 1977.

This is a fictional account of Harriet Tubman's life. The author rearranges the details of certain historical events to give one an overall sense of Ms. Tubman's life. The dialogue is supposed to be historically accurate for the period.

Holiday, Billie. Lady Sings the Blues. New York: Avon Books, 1956.

The story of Billie Holiday's rise to become one of the most famous jazz vocalists of all time is described in this biography. Her youthful musical start, her bouts with drug addiction, and her experiences with prejudice and popularity are detailed in the text.

Horwitz, Julius. The Diary of A. N. New York: Dell, 1970.

Based on his experiences as a caseworker and documented by interviews and case histories, Horwitz created this diary of a fifteen-year-old Black girl's life in a large city.

Hunter, Kristin. The Soul Brothers and Sister Lou. New York: Avon Books, 1968.

Louretta Hawkins, a young Black girl, becomes a singer with "The Soul Brothers and Sister Lou," a blues group. The story describes her life with her family and her development as a member of the singing group. The text includes examples of discrimination faced by some of the characters.

Jackson, Jesse. Make a Joyful Noise unto the Lord! The Life of Mahalia Jackson, Queen of Gospel Singers. New York: Dell, 1974.

This biography describes Mahalia Jackson's rise from a five-year-old choir member to a well-known gospel singer and spokeswoman for civil rights.

Jones, Hettie. Big Star Fallin' Mama: Five Women in Black Music. New York: Dell, 1974.

Short biographies of Ma Rainey, Bessie Smith, Mahalia Jackson, Billie Holiday, and Aretha Franklin are presented in this book.

Jones, LeRoi. Blues People. New York: William Morrow and Co., 1963.

This study focuses on the Black experience in white America and examines the variety of music that developed. The origin of blues and jazz is analyzed from this historical perspective.

Jordan, June. Some Changes. New York: E. P. Dutton and Co., 1967.

Some of these poems by the author reflect her thoughts on being a Black woman in America.

Jordan, June. Things that I Do in the Dark. New York: Random House, 1977.

This is a collection of poetry covering a variety of topics, such as marriage, Martin Luther King, Jr., flirting, birth, love, and loneliness. The poetry tends to be rather complex, although much of it would interest readers at the junior and senior high levels.

Lee, Harper. To Kill a Mockingbird. New York: Popular Library, 1960.

This is a Pulitzer Prize-winning novel of life and a miscarriage of justice in a southern town as seen through the eyes of a young white girl. Vivid accounts of racial discrimination and prejudice are presented.

Lerner, Gerda. Black Women in White America. New York: Vintage, 1973.

An outstanding and scholarly collection of primary source material on the history of Black women in America is organized into sections on major themes: success, slavery, education, making a living.

Lester, Julius. To Be a Slave. New York: Dell, 1968.

Narratives of men, women, and children who experienced slavery are included. These excerpts reveal the hardships and feelings of slaves in America.

Moore, Carman. Somebody's Angel Child: The Story of Bessie Smith. Dell, 1969.

The childhood and career of the early blues singer, Bessie Smith, are described in this biography. The text is written for junior and senior high readers.

Morrison, Toni. The Bluest Eye. New York: Pocket Books, 1976.

Pecola, a young Black girl, wishes for blue eyes and white beauty so that her troubles would go away. This story shows how the white standards of beauty in America can affect the self-esteem of minority children.

Morrison, Toni. Song of Solomon. New York: New American Library, 1977.

Ms. Morrison's third novel is a complex, intriguing story of how one man attempts to interpret his family's struggle to become and stay respectable. Readers are given a view of a Black community that underscores its ability to manage its own affairs and yet be fully aware of the larger white society. The cast of women characters is among the most original ever crafted by a contemporary writer. Secondary students and adults will find this a challenging and profoundly worthwhile introduction to Black literature.

Morrison, Toni. Sula. New York: Bantam Books, 1973.

This is the tale of a singular woman whose life takes place in an Ohio town from the early 1900's through the early 1960's. At the hands of the author, the bleakness of small-town Black life is transformed into an allegory of awesome proportions. The friendship of Sula and her best friend, Nel, is a fascinating story of choices and courage.

Nicholas, A. X. Up This Mornin': Poetry of the Blues. New York: Bantam Books, 1973.

The poetry of several blues songs of Black singers is presented. Included are the works of Ma Rainey and Bessie Smith.

Norton, Eleanor Holmes. "For Sadie and Maude," in Robin Morgan (ed.), Sisterhood Is Powerful. New York: Vintage, 1970, pp. 397-404.

Although Black women have a different perspective on the women's movement than do white women, Norton insists Black women must embrace both Black and women's liberation.

Sanchez, Sonia. It's a New Day: Poems for Brothas and Sistuhs. Detroit: Broadside Press, 1971.

This is a collection of fifteen poems written by a Black poet for young readers. Many of the poems encourage Black self-awareness and pride.

Shange, Ntozake. For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf. New York: Macmillan Publishing Co., 1977.

A book containing poetry and prose about being both Black and a woman. The author is a Black woman who transformed this literary piece into an award-winning Broadway play.

Sterling, Dorothy. Black Foremothers: Three Lives. Old Westbury, N.Y.: The Feminist Press, 1979.

The life stories of three heroic Black women are presented with photographs and artwork. The story of Ellen Craft describes the abolitionist career of the former Georgia slave. The crusade against lynching of the noted Black journalist, Ida B. Wells, precedes the story of Mary Terrell, a leader in the civil rights and world peace movement.

Stewart-Baxter, Derrick. Ma Rainey and the Classic Blues Singers. New York: Stein and Day, 1970.

This book offers a critical discussion of Ma Rainey, Bessie Smith, and other classic women singers of the twenties. Their contributions to blues and jazz are described and accompanied by photographs.

Ulmann, Doris. The Darkness and the Light. Millerton, N.Y.: Aperture, Inc., 1974.

The black-and-white photographs in this volume reveal the people of the Gullah region of South Carolina. These portraits of the Black members of the Lang Syne Plantation illustrate their life and values.

Walker, Alice. In Love and in Trouble. New York: Harcourt Brace Jovanovich, 1967.

The thirteen stories in this volume are about Black women and their experiences in the South.

Walker, Alice. Once. New York: Harcourt Brace Jovanovich, 1968.

This first volume of Alice Walker's poems reflects her experiences in the South, East Africa, and the world at large. They are followed by poems dealing with the civil rights conflict in the South.

Walker, Alice. Revolutionary Petunias and Other Poems. New York: Harcourt Brace Jovanovich, 1971.

These poems are about revolutionaries and lovers and the hopes and compassions of a few people. The first section is largely autobiographical. Ms. Walker's poetry tends to be complex and is suitable for senior high readers.

Walker, Alice. The Third Life of Grange Copeland. New York: Harcourt Brace Jovanovich, Harvest, 1970.

Alice Walker's first novel is an often chilling tale of a Georgia sharecropper who abandons his family to go north. Upon his return years later, he becomes the guardian of his youngest granddaughter, thereby obtaining his third and final chance for social and spiritual liberation.

Washington, Mary Helen (ed.). Black-Eyed Susans. Garden City, N.Y.: Anchor Press, 1975.

This collection of classic stories by and about Black women focuses on the many experiences of being a Black woman in America. Themes such as "Growing Up Black and Female," "The Black Woman and the Myth of the White Woman," and "The Black Mother and Daughter," are presented through some of the stories.

Welch, Leona Nicholas. Black Gibraltar. San Francisco: Leswing Press, 1971.

Ms. Welch's poetry explores the themes of Black pride, the search for Black identity, and the universal need for human love and touching.

D. HISPANIC

Cotera, Martha P. The Chicana Feminist. Austin, Tex.: Information Systems Development, 1977.

This collection of essays, speeches, and other pieces on the women's movement and Hispanic women contains interesting facts concerning women in Mexico and their struggle for enfranchisement.

Drake, Pamela. Mujeres de la Raza. Berkeley, Calif.: BABEL Productions, 1971.

This unit contains eight biographical sketches on Chicanas of the past and present. Illustrations and teaching suggestions are included and the text is in English and Spanish. This unit can be used with intermediate and junior high students.

Garcia, Odalmira L. Chicana Studies Curriculum Guide, Grades 9-12. Austin, Tex.: National Educational Laboratory, February 1978.

Lesson plans with behavior objectives, bibliographies, and specific activities are included in this guide. Topics covered are history, education, literature, folklore, music, art, and society in regard to Chicanas.

Gruber, Ruth. Felisa Rincón de Gautier, The Mayor of San Juan. New York: Dell, 1972.

This biography is of the first woman mayor of San Juan, Puerto Rico. This book also provides a history of the country.

King, Lourdes Miranda. "Puertorriqueñas in the United States." Civil Rights Digest, Vol. 6, No. 3, Spring 1974, pp. 20-28.

This article provides an overview of the status of Puerto Rican women in the United States as well as in Puerto Rico. Topics covered are employment, stereotypes, impact of double discrimination, and the women's movement.

"La Hispana." Agenda, Vol. 7, No. 6, November/December 1977.

This edition contains articles on issues of concern to Hispanic women, such as culture, forced sterilization, the Equal Rights Amendment, and male-female relationships.

La Luz, Vol. 7, No. 11, November 1978.

This issue of La Luz is about Hispanic women and includes articles on a variety of topics, such as Hispanic women and social change, Spanish femininity, and Hispanas in the space program.

"The Latina Today." Nuestro, Vol. 3, No. 5, June/July 1979.

This special issue of Nuestro features articles on outstanding Hispanic women, such as Antonia Pantoja, Graciela Olivarez, and Ramana Bañuelos; the Latina's struggle; stereotypes; and male-female relationships. Also included are poems by several Hispanic female poets.

Lindborg, Kristina, and Ovando, Carlos J. Five Mexican American Women in Transition: A Case Study of Migrants in the Midwest. San Francisco: R & E Research Associates, 1977.

Lindborg and Ovando conducted an interview study of five Mexican American women living in a small midwestern town. From these personal narratives, the authors analyze five major aspects of the women's lives: growing up; symbolic events; machismo--the double standard; motherhood; and decision-making. They also comment on women's roles and identity. The authors conclude with some discussion of the educational implications of their study for Mexican American students. A brief bibliography accompanies the text.

Longauex, Enriqueta Vasquez y. "The Mexican-American Woman," in Robin Morgan (ed.), Sisterhood is Powerful. New York: Vintage, 1970, pp. 426-432.

A Mexican American presents her perspectives on women's liberation. She believes the Chicana may have to give priority to the struggle against racism. In this struggle, she must stand with Mexican American men. However, the author points out that Chicanas face the double oppression of racism and sexism and so concludes with the hope that society will provide for full equality for all.

Mohr, Nicholasa. Nilda. New York: Bantam Books, 1973.

The daily life of a Puerto Rican teenage girl in Spanish Harlem in the 1940's is presented in this novel.

Nava, Julian, and Hall, Michelle. Mexican American Profiles. Concord, Calif.: Aardvark Media, 1974.

This book is about the lives of twenty-six present-day Mexican American men and women. Romana Bañuelos, Vikki Carr, Margaret Cruz, Vera Gurrola, and Dolores Huerta are the Chicanas who are included.

Nieto, Consuelo. "The Chicana and the Women's Rights Movement." Civil Rights Digest, Vol. 6, No. 3, Spring 1974, pp. 36-42.

The identity and role of Chicanas in the women's rights and Chicano movements are examined in this article. The role of the Catholic Church in the Chicana's history is also presented by Nieto.

Vidal, Mirta. Chicanas Speak Out. Women: New Voice of La Raza. New York: Pathfinder Press, 1971.

A pamphlet which discusses feminism as it relates to Chicanas and contains workshop resolutions for the First National Chicana Conference.

Wilson, Michael, and Rosenfelt, Deborah Silverton. Salt of the Earth. Old Westbury, N.Y.: The Feminist Press, 1978.

This is the screenplay of the film by the same name which was made at the height of the McCarthy era (1953) by a group comprised of blacklisted filmmakers and members of a progressive union. Wilson wrote the original screenplay and Rosenfelt wrote the commentary in this current publication. The story itself concerns an actual strike initiated by Chicano zinc miners in New Mexico. It is narrated by a Chicana whose consciousness grows during the strike, as the women teach the men that labor struggle has no room for sexist division.

E. MULTIRACIAL

Hart, Donna. "Enlarging the American Dream." American Education. Vol. 13, No. 4, May 1977, pp. 10-16.

This article views the cultural heritage of Asian American, Black, Hispanic, and American Indian women and suggests some strategies for meeting their particular educational needs. It offers the concept of cultural pluralism as the hope that non-white ethnic women have of getting others to understand, promote, and respect differences in cultural patterns and learning styles in America and of advancing themselves in the dominant culture.

Hoffman, Nancy, and Howe, Florence (eds.). Women Working: An Anthology of Stories and Poems. Old Westbury, N.Y.: The Feminist Press and McGraw-Hill, 1979.

Thirty-four stories and poems are found in this anthology, including selections by minority women such as Nikki Giovanni, Margaret Walker, Zora Neale Hurston, and Carmen Tafolla. Black-and-white photographs as well as original artwork accompany the text.

Merriam, Eve (ed.). Growing Up Female in America: Ten Lives. New York: Dell, 1971.

The lives of Susie King Taylor, who was born a slave and became a leading social worker, and Mountain Wolf Woman, a Winnebago Indian, are included in this anthology.

Moore, Honor (ed.). The New Women's Theatre. New York: Viking, 1977.

These ten plays are by contemporary American women. Two of the plays have minority females as central characters.

"Race, Class and Culture." Quest: A Feminist Quarterly, Vol. 2, No. 4, Spring 1977.

This issue of Quest is devoted to minority women. Racism and sexism are discussed, as well as class and culture.

III. POSTSECONDARY AND TEACHER RESOURCES

A. AMERICAN INDIAN

American Indian Women. Washington, D.C.: U.S. Department of Labor, Employment Standards Administration, Women's Bureau, June 1977.

Among the data included in this basic report are figures on population, labor force status, education, and income.

American Indian Women and Programs of the Federal Government: Report of a Symposium of Indian Women Leaders. Washington, D.C.: U.S. Department of Labor, Employment Standards Administration, Women's Bureau, January 10-11, 1977.

This report is the result of a conference, attended by fifteen Indian women, "designed to open communication and to foster dialogue between Federal representatives and Indian women." Areas examined include: economic self-sufficiency; housing; education; business opportunities; rural development; and criminal justice. Recommendations for further involvement in these areas by Indian women are developed.

Dodge, Robert K., and McCullough, Joseph B. Voices from Wah'kon-Tah. New York: International Publishers Co., 1974.

Contemporary poetry of American Indians is found in this book. Ten of the poets featured are women.

Fairbanks, Dee. "Our Children are Our Wealth." Indigena, Summer 1977, pp. 11-12.

The author, an Anishinabe woman, explains why involuntary sterilization is an important issue for Indian women.

Lurie, Nancy Oestreich (ed.). Mountain Wolf Woman, Sister of Crashing Thunder: The Autobiography of a Winnebago Indian. University of Michigan: Ann Arbor Paperbacks, 1974.

The life story of a Winnebago Indian woman is told in her own words. She describes her childhood in Wisconsin, her stay at a mission school, her marriage, and her religious experiences.

Marriot, Alice. Maria: The Potter of San Ildefonso. Norman, Okla.: University of Oklahoma Press, 1948.

Maria Montoya Martinez, a Pueblo Indian who revived the ceramic art of the Pueblo Indians during the 1940's, is featured in this biography.

Medicine, Beatrice. The Native American Woman: A Perspective. Austin, Tex.: National Educational Laboratory, 1978.

This is a compact guide to several issues and perspectives involving Indian women, sponsored by a Department of Health and Human Services grant and meeting the approval of the Indian Parent Council. It presents the viewpoints of an Indian anthropologist and specialist in Indian affairs on such topics as: Native Americans and anthropology; the history and ethnography of the Native American woman; and Native American women in transition. The chapter on contemporary issues in perspective outlines the concerns of Indian women as a group, and emphasizes their inexpendable contributions to their society. A bibliography is also included.

Medicine, Beatrice. "The Role of Women in Native American Societies: A Bibliography." The Indian Historian, Vol. 8, No. 3, Summer 1975, pp. 50-54.

This is a comprehensive bibliography of primary and secondary source materials on Indian women.

Miller, Dorothy L. "Native American Women: Leadership Images." Integrateducation, Vol. 16, No. 1, January/February 1978, pp. 37-39.

This article addresses the question of the leadership structure within the Native American world and how it relates to the role of a Native American woman today. The author sets forth an analysis of several cases of Euro-Indian political relations which were distorted due to racism and the white culture's ignorance of Indian leadership and internal affairs. She offers a forceful commentary on the Native American women thrust into bicultural leadership roles, as well as insights into the personal motivation of Indian women activists.

Native American Women. New York: American Indian Treaty Council, Information Center, 1975.

This volume was compiled after American Indian women were omitted from the agenda of the Mexico City Conference on Women. It is militant in tone and includes personal narratives of the Indian woman's experience, interspersed with articles on the status of Indian women today. The text is accompanied by many photos and illustrations.

Qoyawayma, Polingaysi (Elizabeth A. White), as told to Vada F. Carlson. No Turning Back. Albuquerque: University of New Mexico Press, 1964.

Polingaysi Qoyawayma is a Hopi woman whose struggle to live in the Indian and non-Indian world is documented in this book. Her story introduces the reader to the Hopi way of life through information on legends and ceremonies.

Wilson, Dorothy Clarke. Bright Eyes: The Story of Susette La Flesche. New York: McGraw-Hill, 1974.

Susette La Flesche (1854-1902), an Omaha Indian, was educated in the East. She then returned to the reservation and became an advocate for the rights of her people, the Poncas.

Witherspoon, Gary. Navajo Kinship and Marriage. Chicago: University of Chicago Press, 1975.

In this analysis of Navajo kinship and marriage, the author offers a theoretical approach to kinship based on its cultural dimensions. A primary distinction is made between culture (patterns of behavior) and the system of social relations (observable patterns of behavior).

Wittstock, Laura Waterman. "Native American Women in the Feminist Milieu." Statement read at the Women in Law Conference at Stanford University, March 1975.

Wittstock consistently maintains the position that Indian women must be viewed within the context of their own tribal values and customs. For this reason, she articulates caution in expecting Indian women automatically to adopt white feminism.

Wood, Beth, and Barry, Tom. "The Story of Three Navajo Women." Integrateducation, Vol. 16, No. 2, March/April 1978, pp. 33-35.

This article highlights the lives of Emmie Yazzie, Claudeen Bates Arthur, and Elva Benson, who represent three generations of struggle against Anglo control of Indians. It illuminates the determination of these women to oppose the encroachment of the majority culture on Indian rights to a clean and healthful environment, legal representation, and relevant education.

B. ASIAN AMERICAN

Asian Americans and Public Education: A Statement of What Is. Portland, Ore.: National Advisory Council on Equality of Educational Opportunity, 1973.

This document outlines the research problems of the issue and attempts to address the needs of each subset of ethnic groups under the general rubric of "Asian American." The data breakdown relevant to women focuses on: war brides/wives of U.S. citizens; suicides/drug-related deaths; and juvenile delinquent arrests. Other statistics "lump" women into a single occupational category which includes: housewives, children, and persons with no occupation.

Cabezas, Amado Y. Bibliography: The Employment Status of Asian-Pacific Women. San Francisco: Asian, Inc., 1976.

This bibliography addresses the need for increased efforts to assess the employment status of Asian-Pacific women in the United States. It is a concise review of the existing literature on this subject that details the neglect of Bureau of the Census studies, while examining, in brief, the relevant reports which do exist.

Cabezas, Amado Y., and Fong, Pauline L. Economic and Employment Status of Asian-Pacific Women. San Francisco: Asian, Inc., 1976.

Cabezas, Amado Y., and Fong, Pauline L. Employment Status of Asian-Pacific Women. San Francisco: Asian, Inc., 1976.

These two publications address the facts surrounding the economic and employment status of Asian Pacific women. Through providing research and statistical data, the authors validate the claim that Asian Pacific women occupy the lower rungs of the economic ladder. Their approach is to analyze a set of socioeconomic variables believed to be valid based on a review of the state of the art, personal experience, and intuition. Among the variables are: labor force participation rate; occupational status; class of worker; family income; personal income; labor market area; educational attainment; and race/ethnicity, sex, and age.

Cabezas, Amado Y., and Yee, Harold T. Discriminatory Employment of Asian Americans: Private Industry in the San Francisco-Oakland Standard Metropolitan Statistical Area. San Francisco: Asian, Inc., 1977.

This is a comprehensive treatment of the subject and represents the first systematic attempt to analyze the patterns of discriminatory employment experienced by Asian Americans. The focus is on class patterns which victimize large numbers of workers. The results refute presumptions that this community is economically well-situated and is equitably represented in the economic mainstream.

Chen, Serena, et al. "Exploration of Mental Health Needs in an Asian American Community." Oakland, Calif.: Asian Community Mental Health Services, 1975.

This study is an attempt to examine academic and popular ideas about the mental health status and needs of Asian Americans through analysis of the cases at a community-based Asian American agency. It also makes an attempt to assess the readiness of the residents to use mental health resources, contrasting the utilization pattern of the traditional psychiatric clinic with that of the community-based program. The ACMHS focuses on the immigrant population.

Colloquy of Asian Americans: Report from a Conference Sponsored by the Child Development Associate Consortium. San Francisco: February 1975.

This document provides useful background material on the history and culture of Asian Americans. It also identifies important issues facing them, such as: self-identity when one is a member of an "invisible" minority; socialization in values not congruent with majority cultural values; media stereotyping; lack of social services; and need for bilingual-bicultural education. This is a good source book for understanding the cultural context of Asian American women.

Connor, John W. A Study of the Marital Stability of Japanese War Brides. San Francisco: R & E Research Associates, 1976.

Between 1947 and 1961 more than 46,000 American men married Japanese women. This study examines the stability of a sample of these interracial marriages. The researcher concludes that these marriages are as stable as those of white American couples of comparable socioeconomic status.

Fong, Pauline. Economic Status of Asian Women. San Francisco: Asian, Inc., 1976.

This publication is the text of a paper presented by Ms. Fong to the Advisory Council on Women's Educational Programs. It attempts to dispel the stereotypes about the economic success of Asian Americans and the submissiveness of Asian American women. Statistical data are presented to support the author's claim that Asian American women are economically disadvantaged. In addition, she challenges the Council to establish more stringent guidelines regarding the prior knowledge and methodology of persons who attempt to conduct research on this community.

Fong, Pauline, and Cabezas, Amado. "Selected Statistics on the Status of Asian American Women." Amerasia, Vol. 4, No. 1, 1977, pp. 133-140.

The 1970 statistics included by the authors identify mean family income, wage earners, and family workers; Asian American female labor force participation rates; and correlations between education, age, and earnings, as well as the occupational distribution of Asian American women workers in the San Francisco-Oakland Bay area.

Forgotten Minority: Asian Americans in New York City. Report of the New York State Advisory Committee to the U.S. Commission on Civil Rights, November 1977.

In 1974, the New York State Advisory Committee to the U.S. Commission on Civil Rights undertook a study of selected problems related to the civil rights of Asian Americans in New York City.

Among the problems studied were immigration, employment, and media stereotyping. Lack of available data on Asian Americans was identified as a major problem. This report assists in understanding the milieu in which many Asian American women live. The problems and concerns which are facing New York City's Asian Americans are representative of those confronting all Asian Americans.

Fujitomi, Irene, and Wong, Diane. "The New Asian-American Woman," in Sue Cox (ed.), Female Psychology: The Emerging Self. Chicago: Science Research Associates, 1976, pp. 236-248.

The authors analyze the experiences of Asian females in America and provide a historical and contemporary framework for understanding Asian American women.

Gee, Emma (gen. ed.). Counterpoint: Perspective on Asian America. Los Angeles: University of California Press, 1976.

This sequel to Roots: An Asian-American Reader by Tachiki and colleagues (see entry below) contains articles on women by Emma Gee, May Ying Chen, Judy Chu, and Sandy Maeshiro; and literature by Hisaye Yamamoto, Janice Mirikitani, Momoko Iko, Emily Cachapero, and Laura Tokunaga.

Ichioka, Yuji. "Ameyuki-san: Japanese Prostitutes in 19th Century America." Amerasia, Vol. 4, No. 1, 1977, pp. 1-21.

In 1900, there were only about 1,000 Japanese women in the United States, and most were probably prostitutes. Drawing from primary source material from that period, the author paints a picture of the bleak lives of these women, the first significant group of Japanese women to come to the United States.

Kagiwada, G.; Sakai, J.; and Lee, G. (eds.). "Asian Women's Panel." Proceedings of the National Asian American Studies Conference, II. San Jose, Calif.: University of California, July 6-8, 1973, pp. 13-21.

The panel participants included Pat Sumi, Leslie Loo, and Cynthia Maglaya, all of whom have been involved in teaching about Asian American women. This report is an excellent overview of Asian American Women's Studies, and a good introduction to the "new" Asian American woman, who has strong roots in the past and a strong commitment to the future. Topics include: history, identity, community, and feminism.

Kim, Bok-Lim C. "Asian Wives of U.S. Servicemen: Women in Shadows." Amerasia, Vol. 4, No. 1, 1977, pp. 91-115.

Since World War II, 200,000 Asian "war brides" have come to the United States. This article examines the social conditions in Asian countries which lead to such unions and the social conditions

which such couples face in the United States. It concludes by suggesting that social support services are necessary to help overcome the problems which these Asian women face in becoming accustomed to life in the United States.

Kumagai, Gloria L. "The Asian Woman in America." Paper presented at the 6th Annual Conference on Ethnic and Minority Studies, University of Wisconsin-La Crosse, April 19-22, 1978.

An overview of historical and contemporary information on Asian American women, as well as the implications for the education of these women is presented.

Lee, Don Chang. "Korean Families in America." Migration Today, Vol. 4, October 1977, pp. 3-6.

This article explores the relationships between husbands and wives and parents and children in Korean families who have immigrated to this country. Inevitably, traditional family life is affected by the dominant culture. The author describes the conflict in sex roles, especially as it affects women.

Lee, Don Chang. "Korean Wife-American Husband Families in America." Paper presented at the annual meeting of the American Anthropological Association. San Francisco: December 1975.

Since 1950, 20,000 Korean women have come to the United States. Fifty percent have come since 1970. Asian wife-American husband families are unique because they are both crosscultural and interracial. Lee studied fifty such couples using an interview questionnaire to obtain demographic information on the wife's adjustment to America; the relationships among husband, wife, parents, and children; and degree of social interaction within the family organization and with outsiders. Identified were four problem areas: (1) husband-wife conflicts; (2) communication problems; (3) mother-child conflicts; and (4) outgroup relationships. This article concludes by suggesting social services must be made available to these families.

Lott, Juanita Tamayo, and Pian, Canta. Beyond Stereotypes and Statistics: Emergence of Asian and Pacific American Women. Washington, D.C.: Organization of Pan Asian American Women, 1979.

This booklet provides information on Asian American and Pacific American women and their emergence from traditional role and popular stereotypes in concert with their ethnic communities.

Lyman, Stanford. "Marriage and the Family among Immigrants to America, 1850-1960." The Asian in the West. Reno and Las Vegas: University of Nevada System, 1970, pp. 27-32.

This article details the status of the Chinese laborer in the United States and the effects of having very few Chinese women here for much of the period covered.

Miné Okubo: An American Experience. Oakland, Calif.: Oakland Museum, July 1972.

This catalog was compiled for an exhibition of Okubo's works. A brief introduction to Okubo's development as an artist accompanies some examples of her work. Her experiences in a relocation camp are reflected in some of the pieces.

Nee, Victor G., and Nee, Brett de Bary. Longtime Californ: A Documentary Study of an American Chinatown. Boston: Houghton Mifflin, 1974.

Narratives and interviews with immigrants from China are presented. Several interviewees are Chinese women who describe unique experiences as female immigrants in America.

Ng, Wing-Cheung. "An Evaluation of the Labor Market Status of Chinese Americans." Amerasia, Vol. 4, No. 2, 1977, pp. 101-122.

This paper is an attempt to employ the dual labor market (DLM) theory to study the labor market status of Chinese Americans from the U.S. 1970 Census reports. It compares the occupational concentration of Black and Chinese American women and introduces data supporting the DLM hypothesis that as ethnic minorities these two groups concentrate in occupations substantially different from those of whites. In addition, the article confirms the fact that sex serves as a specifier, with women occupying a different job market than men, regardless of ethnicity.

Pian, Canta. Basic Facts on Asian and Pacific Americans. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1977.

This report is an overview of the socioeconomic status of Asian and Pacific Americans based on statistics from the 1970 Census and research done by the United Presbyterian Church from 1974 through 1976. It includes data on population size and geographic distribution; sex ratios and marriage patterns; educational attainment and employment, as well as figures on income. In addition, five major concerns of Asian and Pacific Americans are identified. They are: inadequate statistical data; underemployment; poverty among the aged; equal opportunities and rights for women; and the problem of a national identity for Asian Americans as a group.

Soo, Annie. "The Life, Influence and Role of the Chinese Women in the United States, Specifically in the West, 1906-1966." Life, Influence and Role of the Chinese in the United States, 1776-1960. San Francisco: Chinese Historical Society of America, 1976, pp. 250-256.

The author presents a number of vignettes concerning the struggles and contributions of Chinese American women, emphasizing the sacrifices they made for others. Also included is a brief account of the life of March Fong Eu and an "alphabetical occupational list" of Chinese American women.

Sung, Betty Lee. A Survey of Chinese American Manpower and Employment. New York: Praeger, 1976.

Using data from the 1970 Census, Sung has compiled an extensive socioeconomic profile of the Chinese in America. Topics included are: trends in immigration; Chinese in government work; and the Chinese work ethic. While data on Chinese women are contained in all the chapters, one chapter is devoted exclusively to important patterns in the lives of Chinese women.

Sunoo, Harold H. (ed.). Koreans in America. Fayette, Mo.: Association of Korean Christian Scholars in North America, 1977.

Articles in this issue concern the sect of Reverend Sun Myung Moon; a comparative study of Korean immigrants in the United States; bilingualism and immigrant children; and the first Korean women immigrants in the United States.

Sunoo, Harold H., and Kim, Dong Soo. Korean Women in a Struggle for Humanization. Memphis, Tenn.: Association of Korean Christian Scholars in North America, 1978.

Articles in this issue describe the status of women in traditional Korean society; Korean women pioneers in America; Korean wives of servicemen; Korean battered wives; Korean small business; and the status of Korean women today.

Tachiki, Amy; Wong, Eddie; and Odo, Franklin (eds.). Roots: An Asian-American Reader. Los Angeles: Regents of the University of California, 1971.

This basic text on Asian Americans is divided into three parts: history, identity, and community. Pertinent selections on Asian American women include: "Autobiography of a Sansei Female," "An Interview With Pat Sumi," and "Asian Women as Leaders."

Urban Associates. A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census, Volume II: Asian Americans. Washington, D.C.: U.S. Department of Health, Education and Welfare, July 1974.

This is the first complete census analysis of Asian Americans. The data on topics such as immigration, family characteristics, education, employment, and income are organized according to the primary Asian American ethnic groups: Chinese, Japanese, Pilipinos, Koreans, and Hawaiians. Much of the material is broken down by sex. This is an important information source on Asian American women.

Wey, Nancy. "March Fong Eu Tells How to Win in Politics." East/West, November 1978.

This is a good source of information about the early life of California's Secretary of State. It provides a number of insights into Ms. Eu's philosophy on the involvement of Asian Americans in politics.

Yamada, Mitsuye. Camp Notes and Other Poems. Berkeley, Calif.: Shameless Hussy Press, 1976.

In short poems, Mitsuye tells of her relocation experiences in Idaho during World War II.

C. BLACK

Alibaruho, Gloria Lindsay. "The Attempt to Restructure Female Roles in the Afro-American Community." Humboldt Journal of Social Relations, Vol. 3, No. 1, Fall/Winter 1975, pp. 41-47.

The author points out that throughout their history, Black women in America have had leadership roles. However, in contemporary times, Black men in the civil rights movement have tried to institute sex roles which put women in a subordinate position. Alibaruho believes that any attempt to restructure sex roles must take into consideration the present reality and future needs of Black people. There must also be some consensus on roles for males and females presently in these roles.

Anderson, Mignon H. Mostly Womenfolk & A Man or Two. Chicago: Third World Press, 1976.

This is a collection of impressionistic episodes in the lives of a Black family across the twin themes of birth and death, which "live near one another like neighbors in the city." The text adds to readers' understanding of the texture of Black women's lives.

Beckett, J. "Working Wives: A Racial Comparison." Social Work, November 1976, pp. 463-471.

This article surveys research done since 1960 on the attitudes of Black and white families toward having wives work outside the home. The research indicates important differences between the two groups according to several categories: premarital expectations; whether one is or is not married to a working wife; family behavior; ideology; and perceptions and evaluations.

Berg, Phyllis A., and Hyde, Janet S. "Gender and Race Differences in Causal Attributions in Achievement Situations." Paper presented at the annual meeting of the American Psychological Association, September 1976.

Causal attributions were obtained from male and female subjects of two racial groups, Black and white, following achievement performance in a "natural" setting. Although women expected lower grades than men, no significant differences in attributional ratings as a function of gender were observed, nor were any race-by-gender interactions seen in the data. Race, however, in a complex interaction with performance outcome, significantly modified attributional ratings of ability and luck.

"The Black Sexism Debate." The Black Scholar, Vol. 10, Nos. 8, 9, May/June 1979.

This issue contains a discussion of the problems and prospects of Black male-female relationships in America. The various articles were written in response to an essay, "The Myth of Black Macho: A Response to Angry Black Feminists," by Robert Staples in the March/April 1979 issue of Black Scholar. Staples dealt with Michele Wallace's Black Macho and the Myth of the Super Woman (1978) and Ntozake Shange's For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf (1977). The various authors feel that clarifying Black male-female relationships is an important step in the process of reuniting Black people and revitalizing their struggle against oppression. Topics covered are: feminism and Black Liberation; political and historical aspects of Black male-female relationships; and culture and interpersonal aspects of Black male-female relationships.

"The Black Woman." The Black Scholar, Vol. 6, No. 6, March 1975.

This is the second issue of The Black Scholar in the last ten years to focus on the Black woman. The articles in this issue address a broad spectrum of topics including: the relationship between feminism and Black women; the status of Black women in the United States today; the relationship between Black men and Black women; and a discussion of the Joanne Little case, written by Julian Bond. There is no consensus among the contributors. This is an important document for anyone interested in the experience of Black women in America.

Bray, Rosemary L., and Freeman, Roland L. "Keepsakes." Essence, Vol. 9, No. 7, November 1978, pp. 106, 112, 114.

This is the companion essay to the Ertel article on quiltmaking, listed below, written by an associate editor of the magazine and a research assistant at the Howard University Institute for the Arts and Humanities. It presents photographs and text about a two-and-one-half-year undertaking of the Mississippi Folklife Project. The craft, aesthetic tradition, and social impact of quiltmaking are explored, as well as the fact that this art form is a vanishing phenomenon.

Brief, Arthur P., and Aldag, Ramon J. "Male-Female Differences in Occupational Attitudes within Minority Groups." Journal of Vocational Behavior, Vol. 6, 1975, pp. 305-314.

Studies done with white populations have found women to be more concerned with social aspects of jobs than men are, while men tend to be more interested in career-related aspects. In this study, Black males and females were administered a questionnaire asking for their feelings about their jobs. No differences in occupational attitudes were found, pointing out the danger of generalizing about sex differences from the white population only.

Brown, Harold A., and Ford, David L. "An Exploratory Analysis of Discrimination in the Employment of Black MBA Graduates." Journal of Applied Psychology, Vol. 62, No. 1, 1977, pp. 50-56.

The purpose of the present study was to investigate the extent to which Black Masters in Business Administration (MBA) graduates have experienced advancement or discrimination in employment opportunities. The most relevant data applicable to minority women is a table comparing the mean starting salaries and mean current salaries of Black female MBAs from both mixed and Black schools with those of Black male MBAs from both groups.

Carroll, Constance M. "Three's a Crowd: The Dilemma of Black Women in Higher Education," in A. S. Rossi and A. Calderwood (eds.), Academic Women on the Move. New York: Russell Sage Foundation, 1973, pp. 173-185.

The intent of this chapter is to assess the situation of Black women in higher education--undergraduates, faculty, and administrators--in light of their isolation, underutilization, and demoralization. Carroll does this by providing statistical data and information obtained through observation of and conversations with Black women.

Daniels-Eichelberger, Brenda. "Myths About Feminism." Essence, Vol. 9, No. 7, November 1978, pp. 74-75, 92, 94, 96.

The author, who is founder and executive director of the National Alliance of Black Feminists, discusses six prominent fallacies about Black women and the women's movement. Among the misconceptions she examines are: "Feminists are manhaters"; "The movement is not supportive of Black men"; "Black women are taking jobs away from Black men as a result of the movement"; and "The movement undermines Black leadership." Her analysis is supported by statistical information, as well as by her own experiences.

Davis, Angela, et al. If They Come in the Morning. New York: Signet Books, 1971.

This collection of essays, letters, poetry, and articles reflects the contributors' position on resistance--to racial and national oppression, to the Indochina War, and to the prison system as it now operates.

Davis, Angela. "Reflections of the Black Woman's Role in the Community of Slaves." The Black Scholar, Vol. 3, No. 4, December 1971, pp. 2-15.

The main point of this essay is that the status of Black women within the community of slaves was a barometer indicating the overall potential for resistance. Davis documents her ideas with primary source data from the antebellum period of American history, including slave narratives.

Davis, Curt. "Maya Angelou: The Caged Bird Soars." Encore, September 12, 1977, pp. 28-32.

This is an article on the renowned Black American author from a personal and basically uncritical perspective. It chronicles her life story and makes reference to her autobiographical trilogy, as well as her career as an actress. Davis also notes that Angelou's struggle has been threefold: as a woman, as a Black person, and as an artist.

DuPont, Helen. "Blue Plains: WOW's Experiment in Integrating an All-Male Work Site." Women's Work, Vol. I, No. 4, July/August 1975, pp. 6-7. Published by Wider Opportunities for Women, Washington, D.C.

This article documents the experiences of three of eleven Black women working on a two-year project at the Blue Plains Wastewater Treatment Plant in Washington, D.C. It gives information on wages, vocational preparation, and attitudes of male co-workers, and shares the insights of the project members as well as those of a counselor from the WOW staff.

Epstein, Cynthia Fuchs. "Positive Effects of the Multiple Negative: Explaining the Success of Black Professional Women," in F. Denmark (ed.), Women, Vol. 1. New York: PDI, pp. 150-173.

This well-known, model social science investigation of Black professional women is an important contribution to the literature of women and achievement, as it indicates differences in the psychology of achievement motivation for Black versus white women. Through interviews with thirty-one Black professional women, Epstein identifies three patterns of interaction between characteristics (being Black, a woman, a professional) which might account for success.

Ertel, Grace. "Quilting a Heritage." Essence, Vol. 9, No. 7, November 1978, pp. 108-111.

This brief article discusses the importance of the interrelationship between this domestic art and the transmission of family history. Suggestions for creating quilts are also included.

Forten, Charlotte L. The Journal of Charlotte L. Forten. New York: Collier Books, 1953.

Charlotte Forten was an upper-middle-class Black woman from Philadelphia. This is her diary covering the critical abolitionist and Civil War period from 1854 to 1864. By reading Forten's journal, we share in a fascinating personal perspective on the events of an important historical era.

Fulcher, Patsy; McHenry, Susan; and Thom, Mary. "Black Women United: Sororities, Alliances and Pressure Groups." Ms., Vol, 7, No. 7, January 1979, p. 90.

This is a national resource list of the types of Black women's groups that have been organized over the years as well as during the 1970's. As brief as it is, it does include some information on the purpose and accomplishments of each group.

Gregory, Chester W. "The Black Woman in War Work, 1941-1945," in An Analysis of the Labor Problem and Women's Rights. Jericho, N.Y.: Publishers Exposition Press, 1954.

This article contains data about the employment of Black women, generally with special emphasis on industrial occupations during the Second World War and some theorizing about the effects of war on families. It documents the segregation and inequality that existed before, and often during, World War II.

Gump, Janice Porter. "Comparative Analysis of Black Women's and White Women's Sex-Role Attitudes." Journal of Consulting and Clinical Psychology, Vol. 43, No. 6, 1975, pp. 858-863.

This is an assessment of the sex-role attitudes of seventy-seven Black college women and forty white college women at Howard University and Morgan State College. It refutes the characterization of the Black woman as matriarchal and the white woman as home-centered and submissive. White women expressed significantly more interest in furthering their own development than in fulfilling the traditional role.

Hacker, H. M. "Class and Race Differences in Gender Roles," in L. Duberman (ed.), Gender and Sex in Society. New York: Praeger, 1974, pp. 158-184.

Hacker discusses gender role in Black society through an account of the history of the Black family in four historical periods: African, antebellum, Reconstruction, 20th century. Finally, he examines the relationship between social movements based on race, sex, and class and what each means for Black women, recommending a Black feminism that does not mimic white feminism.

Haden, Patricia; Middleton, Donna; and Robinson, Patricia. "A Historical and Critical Essay for Black Women," in Leslie B. Tanner (ed.), Voices from Women's Liberation. New York: The New American Library, Signet, 1970, pp. 316-324.

This essay calls on the Black woman to re-examine her relationships with various people and groups in American society. The first part is a critique of the male chauvinism of Black cultural-nationalist males and the destructive activities of so-called street brothers. The second section gives an anthropological perspective on creation myths, their relationship to the current state of male-female conflict, and the advent of the male-controlled environment. The concluding statement is a brief historical review of the worldwide decline in women's power and status, incorporating data from legends and oral traditions.

Hare, Nathan, and Hare, Julia. "Black Women, 1970." Trans-Action. November/December 1970, pp. 65-68.

This article presents an overview of Black women's feelings and concerns in regard to Black men, white men, white women, and the women's movement. The authors see the women's movement as containing some principles which are in opposition to the struggle for Black liberation and essentially urge Blacks to "close ranks."

Harrison, Algea O. "The Dilemma of Growing Up Black and Female." Journal of Social and Behavioral Sciences, Vol. 20, No. 2, Spring 1974, pp. 28-40.

This paper discusses how Black females attempt to resolve the dilemma of wanting to be feminine and having high achievement goals. Research with white women has found an inverse relationship between femininity and high-need achievement, since femininity and achievement are declared to be antithetical according to societal sex-role standards. This has not been found to be the case for Black women, whose aspirations are as high as those of Black men or higher. This article examines several reasons for the difference.

Hernandez, Aileen. "Small Change for Black Women." Ms., Vol. 3, No. 2, August 1974, pp. 16-18.

This is a discussion of the "double jeopardy" faced by Black women in a society which is both racist and sexist. The author is cautiously optimistic about the chances for Black women to improve their economic and social status by being active in both the civil rights and women's movements. Hernandez notes the problems Black women have in participating in each movement. Nevertheless, she observes that Black women will be the losers if women and minorities are pitted against each other.

Jackson, Angela. Voo Doo/Love Magic. Chicago: Third World Press, 1974.

This is a collection of fifteen poems written by a Black poet.

Jackson, Jacquelyne. "But Where are the Men?" The Black Scholar, Vol. 3, No. 4, December 1972, pp. 30-41.

This is an important examination and debunking of three myths about Black women in regard to education, employment, and the existence of matriarchs. In each case it has been suggested that Black women enjoy an advantage over Black men. Jackson shows that Black women represent an especially disadvantaged group in comparison with Black men, white men, and white women.

Jackson, Roberta H. "Some Aspirations of Lower Class Black Mothers." Journal of Comparative Family Studies, Vol. 6, No. 2, 1975, pp. 171-181.

This study attempts to counter the notion that indigent Black mothers have no positive aspirations for their children. The author analyzed data from a questionnaire sent to 441 poor Black mothers. Responses were classified as positive, undecided, or negative. Most responses were positive and were positively related to three variables: family size, education, and income level. These mothers expressed positive aspirations for sons and daughters. This article is important because it dispels a stereotypic view of poor Black women as apathetic and unconcerned about their children.

Jeffers, Trellie. "The Black Black Woman and the Black Middle Class." The Black Scholar, Vol. 4, Nos. 6, 7, March/April 1973, pp. 37-41.

The author explores, through personal experience and observations, the treatise that the Black middle class has consistently ostracized the black-skinned Black woman and that this rejection will result in the decay and destruction of this class. Data from the social sciences are not included. This article covers themes familiar to all Afro-Americans.

Jeffries, Doris. "Counseling for the Strengths of the Black Woman." Counseling Psychologist, Vol. 6, No. 2, 1976, pp. 20-22.

The thesis of this article is that counselors of Black women should not view their clients only as victims with many problems, but should try to assist them by utilizing "the strengths of the Black woman." Jeffries cites research which indicates that from childhood, through adolescence, and into adulthood, the Black female develops traits of self-reliance, independence, and a sense of responsibility.

King, Helen. "The Black Woman and Women's Lib." Ebony, Vol. 27, No. 5, March, 1971, pp. 68-76.

In this article, the author outlines the negative feelings which Black women have toward the women's liberation movement. Many Black women perceive the feminist movement as a "hobby" of white, middle-class, bored women and as a threat to Blacks because it seeks to divide Black men and women. Many Black women feel that their place is "behind our men, not against them," according to the article.

Ladner, Joyce. Tomorrow's Tomorrow. Garden City, N.Y.: Doubleday and Co., 1971.

A Black female sociologist examines the entry into womanhood of poor, young, Black girls in an urban setting. In opposition to the majority view of Black lifestyles as deviant, Ladner depicts in a positive light the distinctiveness of Black culture. The result of four years of interviewing, testing, observing, and interacting with adolescent Black women in St. Louis is a scholarly, sociohistorical account of the coming of age in this group.

LaRue, Linda. "The Black Movement and Women's Liberation," in Sue Cox (ed.), Female Psychology: The Emerging Self. Chicago: Science Research Associates, 1976, pp. 216-225.

This is an important critique of the comparison drawn between Black liberation and women's liberation. LaRue also takes issue with Black male social scientists who discount the need for women's rights in the context of the Black struggle.

Lessons from the Damned, Class Struggle in the Black Community. New York: Times Change Press, 1973.

The papers in this book were written by Black students, unemployed young women and men, workers in low-paying jobs, and women welfare recipients. Their narratives describe their oppression and struggles to gain equality in a capitalist economic system. One chapter deals with Black women's reactions.

Lorde, Audre. The New York Head Shop and Museum. Detroit: Broadside Press, 1974.

This series of poems by Ms. Lorde focuses on different scenes of life in New York. Many of the poems touch on Black women's experiences in the city.

McCoy, Rose E., and Wen, Shih-Sung. "Relationships of Selected Non-Academic and Academic Variables to the Grade Point Average of Black Students." Educational and Psychological Measurement, Vol. 35, No. 4, Winter 1975, pp. 935-939.

This study attempts to ascertain for each of two samples of 164 male and 202 female Black students in a southern state university the degree to which selected nonacademic characteristics of college students were predictive of college success as revealed by grade point average (GPA) earned during the first two quarters of the 1972/1973 academic year.

Mednick, Martha; Shuch, T.; and Puryear, Gwendolyn R. "Race and Fear of Success in College Women: 1968 and 1971." Journal of Consulting and Clinical Psychology, Vol. 44, No. 5, 1976, pp. 787-789.

Psychologist Matina Horner postulated, in 1970, the notion of a fear of success motive, meaning the expectancy that success in competition would have negative consequences. She found that women tend to express this motive more often than men. However, Horner's samples were primarily white. Weston and Mednick (1970) found Black women to have less fear of success than white women. This is a report of an attempted replication of this finding after six years.

"Minority Women and Higher Education #1." Washington, D.C.: Project on the Status of Education of Women, Association of American Colleges, November 1974.

This article focuses on the myths about the educational status of Black women and contrasts them with the realities. Among the myths examined are: "Black women outnumber Black men on the campuses" and "Black women are increasing their average level of education more rapidly than Black men." Statistical evidence is introduced to support arguments in opposition to these summaries.

Moody, Anne. Coming of Age in Mississippi. New York: Dell, 1968.

Anne Moody's account of her experiences growing up in Mississippi includes the realities of police brutality, lynching, poverty, discrimination, and other forms of oppression. Her later involvement with the National Association for the Advancement of Colored People (NAACP), the Congress of Racial Equality (CORE), and the civil rights movement describes her pride and courage as a Black woman.

Murray, Saundra Rice; Mednick, Martha; and Shuch, Tamara. "Black Women's Achievement Orientation." Psychology of Women Quarterly, Vol. 1, No. 3, Spring 1977, pp. 247-259.

This article reviews the literature on motivational and cognitive factors related to the achievement orientation of Black women. Achievement motivation and fear of success are discussed, and the inconclusiveness of the findings for Black women is presented. The limited data concerning Black women's expectations for and causal attributions about achievement outcomes are also included.

Noble, Jeanne. Beautiful, Also, Are the Souls of My Black Sisters: A History of the Black Woman in America. Englewood Cliffs, N.J.: Prentice-Hall, 1978.

This panoramic account of the contributions of women of African descent also delves into contemporary issues confronting Black women in America. It succeeds in offering information about

individuals and some statistics about Black women as a group. The author does not avoid controversy and sidesteps the traditional "roll-call-of-notable-Negroes" approach to historical writings by giving an analysis of each group of women she discusses.

O'Leary, Virginia E., and Harrison, Algea O. "Sex Role Stereotypes as a Function of Race and Sex." Paper presented at the annual meeting of the American Psychological Association, Chicago, 1975.

The sex-role-stereotyped traits ascribed to men represent a "competency cluster," while those ascribed to women comprise a "warmth-expressiveness cluster." O'Leary and Harrison attempt to explore the content of sex-role stereotypes held by Black and white males and females to determine whether the patterns of sex-role stereotypes differ by race. In general, it appears Blacks are less prone to sex-role stereotypes and less likely to devalue females.

Overton, Betty Jean. "Black Women in Women's Liberation." Race Relations Reporter, July 1, 1970.

This is a brief summary of the early arguments about Black women and feminism. Overton quotes from several women who have reasons to support the women's liberation movement, as well as those who are reluctant to do so. She identifies the dilemma of Black women who must choose between a racial or sexual "front line" in the struggle for equality.

Parish, Dorothy. "A Question of Survival: The Predicament of Black Women." Integradeducation, Vol. 14, No. 3, May/June 1976, pp. 19-23.

This article addresses the psychological and emotional needs of Black women and suggests that Black resources cannot be concentrated on the elimination of sexism alone. The author offers her perspective by means of a series of "survival questions" and "response strategies." The majority of the commentary is directed toward the academic community.

Parker, Pat. Pit Stop. Oakland, Calif.: The Women's Press Collective, 1975.

Ms. Parker is a Black lesbian; many of the poems in this collection deal with her lifestyle.

Pressman, Sonia. "Job Discrimination and the Black Woman." Crisis, March 1970, pp. 103-108.

The author documents how the double bind faced by Black women affects their employment status and discusses the legal remedies which exist for Black women who face job discrimination.

Reid, Willie Mae. Black Women's Struggle for Equality. New York: Pathfinder Press, 1976.

This pamphlet includes four short articles by and about Black women. The articles discuss changing attitudes among Black women, involuntary sterilization, Joan Little, and the Equal Rights Amendment (ERA).

Royster, Sandra. Women Talk. Chicago: Third World Press, 1974.

Ms. Royster's poetry offers her impressions of the Black woman's experience.

Salaam, Kalamu Ya. "Women's Rights are Human Rights." The Black Scholar, Vol. 10, Nos. 6, 7, March/April 1979, pp. 9-14.

The author, an African-American male, asserts that any discussion of human rights should include a discussion of women's rights. He reviews the arguments about women's liberation as divisive to Black unity and about the roots of modern-day sexism. His conclusion is that "we [should] open our eyes to the reality of sexism and fight it."

Sanchez, Sonia. Home Coming. Detroit: Broadside Press, 1969.

Ms. Sanchez's poetry is sparse, yet bold. These poems describe her impressions of the relationships between Black men and women, of drug addiction, and of Black pride.

Sanchez, Sonia. We a BaddDDD People. Detroit: Broadside Press, 1970.

Ms. Sanchez's poetry is diverse; she comments on politics, men and women, and drug addiction. Much of her poetry is most effective when read aloud, but the messages of Black pride and awareness remain evident on paper.

Scott, Patricia Bell. "The English Language and Black Womanhood." Journal of Afro-American Issues, Vol. 2, No. 3, Summer 1974, pp. 218-225.

The author presents an analysis of the sexist/racist aspects of American standard and colloquial English and documents the assault on Black women's self-esteem by language. She notes the connotative meaning of "Black" and finds that most terms which are applied to Black women refer to animals and/or to skin color. These terms are negative, offensive, and have sexual connotations.

Scott, Patricia Bell. "Preparing Black Women for Nontraditional Professions: Some Considerations for Career Counseling." Journal of the National Association of Women Deans, Administrators and Counselors, Vol. 4, No. 4, Summer 1977, pp. 135-139.

This article outlines the impact of racial and sex-role stereotypes upon Black women who are preparing for or working in nontraditional professions. The author also makes several

recommendations and suggests strategies for those counselors and other concerned individuals who might assist in the preparation of more Black women for what traditionally have been exclusively white and male careers.

Slater, Jack. "Suicide and Black Women." Ebony, Vol. 28, No. 11, September 1973, pp. 52-54, 156-158, 160.

The suicide rate of American Black women is the fourteenth highest in the world. In the last 20 years, the suicide rate for non-white women has risen 50 percent. Despite these alarming figures, little research has been conducted and few remedies developed. Containing personal anecdotes, this article discusses the important but neglected topic of Black women and suicide from the viewpoint of popular social science.

Smith, James P. "The Convergence of Racial Equality in Women's Wages." Santa Monica, Calif.: Rand Corporation, 1978.

Smith explores several possible reasons for the rise in the relative wage of Black women to justify the claim that by 1975 almost complete racial parity in female wages had been achieved. The chief causes, according to the author, are: (1) the vintage hypothesis, i.e., that, relative to white women, more recent Black female colleagues begin their job experience with large initial stocks of human capital; (2) the enhancement in relative quality of attributes such as schooling, across successive generations; (3) the migration of Blacks from low- to high-wage regions; (4) the elimination of domestic service as a primary occupation; and (5) affirmative action policies.

Spitzer, Nicholas. "Queen of the Cajun Sound." Ms., Vol. 6, No. 5, November 1977, pp. 27-28.

At the time of publication, the author had completed five months of fieldwork recording Black French music in south Louisiana and east Texas. The subject of this article is "Queen Ida" Lewis, the first and only woman to play French accordion and lead her own zydeco band. Zydeco is the dance music of the Creole people of south Louisiana. Some interesting detail is provided on the role of women in Creole culture, as well as on the social and musical impact of Queen Ida and her family of musicians.

Staples, Robert. "The Myth of Black Macho: A Response to Angry Black Feminists." The Black Scholar, Vol. 10, Nos. 6, 7, March/April 1979, pp. 24-33.

This article is a response to two recent highly publicized works: Ntozake Shange's play, For Colored Girls Who Have Considered Suicide When the Rainbow Is Enuf, and Michele Wallace's book, Black Macho and the Myth of the Super Woman. Staples raises questions about the nature of Black male sexism as presented in these works. He also calls attention to the role of capitalism in fostering both racism and sexism and its impact on the struggles of the oppressed Black community.

Staples, Robert. "The Myth of Black Matriarchy." The Black Scholar, Vol. 1, Nos. 5, 6, January/February 1970, pp. 2-10.

Staples examines the myth of the Black matriarchy and provides information for dispelling it. He asserts that women's liberation is a danger to Black liberation because it sets Black women against Black men. According to him, the Black woman has an important role in the Black liberation struggle--one of "enabling Black people to forge ahead in their efforts to achieve a Black nationhood."

Tatham, Clifford B., and Tatham, Elaine L. "Academic Predictors for Black Students." Educational and Psychological Measurement, Vol. 34, No. 1, Summer 1974, pp. 371-374.

This study is an investigation of whether there were sex and/or academic success differences with respect to measures of academic achievement prior to admission to a private liberal arts college. The participants in the study were seventy-three Black students (forty-five male and twenty-eight female) enrolled at a private liberal arts college for at least one semester between the fall of 1964 and the fall of 1970.

Tillmon, Johnnie. "The Changing Cultural Images of the Black Woman in America." Paper presented at the Nobel Conference on the Destiny of Women, Gustavus Adolphus College, St. Peter, Minnesota, January 4, 1973.

Ms. Tillmon succeeded the late George Wiley as head of the National Welfare Rights Organization, the only advocacy group for all persons receiving public assistance funds. This speech presents a perspective on Black women from slavery through the early 1970's. It draws a distinction between Black liberation and women's liberation, while connecting both with the struggle for human dignity. An enlightening dialogue between other participants follows this presentation.

Tolbert-Stroud, Sharon. "Working Black Women," in Dorothy Jongeward and Dru Scott (eds.), Affirmative Action for Women: A Practical Guide. Reading, Mass.: Addison-Wesley, 1973, pp. 121-138.

This article analyzes social trends which have shaped Black women's lives and have affected their profile in the labor force. In addition, stereotypes or myths resulting from these social trends are examined and areas of affirmative action peculiar to the needs of Black women are suggested.

Wallace, Michele. Black Macho and the Myth of the Super Woman. New York: The Dial Press, 1978.

Ms. Wallace examines the creation of the "Black Macho" mystique and analyzes its effect on the needs of Black women and children. She discusses the image of the Black woman in terms of the "double bind" she is in due to pressure from the Black male and the white ideas of manhood.

Wallace, Michele. "Black Macho and the Myth of the Super Woman." Ms., Vol. 7, No. 7, January 1979, pp. 45-48, 87-91.

This is an excerpt from Ms. Wallace's book of the same name. It presents her stringent analysis of the "Black Power" years and carefully examines the residual male chauvinism in the Afro-American political struggle. The author presents the experiences of the women in her family, in addition to her own observations as an index of the low status of Black women.

White, Gloria M. "The Early Mary Church Terrell, 1863-1910." Integrateducation, Vol. 13, No. 6, November/December 1975, pp. 39-42.

This article examines the factors shaping the life of a prominent leader of middle- and upper-middle-class Black women at the turn of the 19th century. While her background was not representative of the masses of Black women, she was in the forefront of the pioneering civil rights movements of her time. The discussion focuses primarily on her career as club woman, lecturer, author, and activist.

Williams, Bertha M. "Black Women: Assertiveness vs. Aggressiveness." Journal of Afro-American Issues, Vol. 2, No. 3, Summer 1974, pp. 205-209.

This article attempts to explore the interpersonal behaviors of assertiveness and aggressiveness as they relate to the Black woman. It draws on a number of fairly recent studies to raise questions pertinent to her need for assertiveness training despite the popularly advanced stereotype of the "aggressive Black woman." The author states that it is imperative that Black women engage in self-directed exploration to form a foundation for their own worth, validity, and fulfillment.

Williams, Ora. American Black Women in the Arts and Social Sciences: A Bibliographic Survey. Metuchen, N.J.: The Scarecrow Press, Inc., 1973.

This is a comprehensive listing of over 1,200 works by Black women in the arts and social sciences, including movies, tapes, and recordings based on works written by Black women.

Wilson, Angela. "Black Women's Health." Healthright, Vol. 3, No. 1, Winter 1976/1977, pp. 1 and 6.

This review of the health problems faced by Black women in the United States points out the fact that it is necessary to understand the life situation and social characteristics of a group of people in order to provide adequate health care.

Wright, Sarah E. This Child's Gonna Live. New York: Dell, 1969.

Mariah Upshur, a Black woman in Maryland, lives for the advancement of her children as she toils in the fields and faces struggles within her marriage.

Young, Charlene (ed.). Black Experience, Analysis and Synthesis. San Rafael, Calif.: Leswing Press, 1972.

Selections in this volume attempt to provide references for analyzing some of the historical, sociocultural, and legal aspects of the Black experience in the United States. Two articles in this issue have particular relevance to the Black woman's experience: "Has the Black Man Been Castrated?" and "The Myth of the Black Matriarchy."

Young, Virginia Heyer. "A Black American Socialization Pattern." American Ethnologist, Vol. 1, No. 2, May 1974, pp. 405-412.

In recent years, early mother-child interaction has come under close scrutiny as a critical framework for social and cognitive development. Some researchers have been negative about the mother-child patterns which they have observed among Black families. Young analyzed mother-child interaction in an urban Black day-care setting and concluded that Blacks are bicultural. Consequently, the mother-child interaction patterns which she observed are appropriate for their bicultural status.

D. HISPANIC

Aguilar, Linda. "Unequal Opportunity and the Chicana." Civil Rights Digest, Vol. 5, No. 3, Spring 1973, pp. 30-33.

A Chicana speaks of the new image for Chicanas, rejecting both the stereotyped images of the docile Mexican American woman and the "hot-blooded" Latina. She notes that differences in life histories create differences between the Chicana movement and the Anglo women's movement. This article provides a good example of the "double bind" that women of color are in when fighting racism from the majority culture and sexism within their own communities.

Buriel, Raymond. "Cognitive Styles among Three Generations of Mexican American Children." Journal of Cross-Cultural Psychology, Vol. 6, No. 4, December 1975, pp. 417-429.

The author hypothesizes that the cognitive styles of Mexican-American children will become more independent from the first to the third generation. In addition, a decline in sex differences is expected to follow a similar pattern. A comparison group of Anglo-American children is also included. Results are discussed as the possible outcome of selective migration and community acculturation processes.

Cabello-Argandoña, Roberto; Gomez-Quiñones, Juan; and Durán, Patricia Herrera. The Chicana: A Comprehensive Bibliographic Study. Los Angeles: University of California at Los Angeles, Chicano Studies Center, 1975.

This comprehensive bibliography includes books, journals, newspaper articles, and films. Many of the citations are annotated.

Among the topics covered are religion, history, health, and the women's liberation movement. This is a good resource on research. Many of the works cited are not specifically on the Chicana but include general feminist works and literature on Chicanos.

Carrillo-Beron, Carmen. A Comparison of Chicano and Anglo Women. San Francisco: R & E Research, 1974.

This study compares Anglo women and Chicanas on scales designed to: (1) assess attitudes and values in relation to the family; and (2) determine the degree to which the individual ascribes to an internal or external locus of control. Significant differences between the two groups are found only in regard to family values, Chicanas being more traditional. While no sufficient explanation for the pattern of results is given, there is a discussion of the significance and implications of this pattern.

Cotera, Martha P. Diosa y Hembra. Austin, Tex.: Statehouse Printing, 1976.

An overall reference work on the Chicana, that includes history, a socioeconomic profile, family characteristics and dynamics, and an assessment of the contemporary Hispanic woman. This work includes a vigorous discussion of feminism within the context of Chicana culture.

Frankfort, Ellen, and Kissling, Frances. "Investigation of a Wrongful Death." Ms., Vol. 7, No. 7, January 1979, pp. 66-67.

This is an account of the abortion-related death of Rosaura Jimenez, a university student from McAllen, Texas. She was six months from graduating with a bachelor's degree in education and the first victim of the Hyde Amendment, which cut off federal Medicaid funds available for abortions. Rosie Jimenez became a rallying point for abortion-rights activists. The authors give an analysis of the reasons for her death and an account of the ensuing political activity directed toward the Department of Health and Human Services and the Center for Disease Control.

Gonzáles, Dolores. Canciones y Juegos de Nuevo México/Songs and Games of New Mexico. New York: A. S. Barnes and Co., 1974.

Thirty-nine songs and games of New Mexico are presented bilingually (Spanish/English). The games are suitable for preschool and elementary children and reflect some aspects of the Mexican culture.

Hispanic Women and Education: Annotated Selected References and Resources. San Francisco: Women's Education Equity Communications Network/Far West Laboratory for Educational Research and Development, 1978.

The items in this bibliography were selected for their accessibility as well as relevance to women's educational equity. They include:

bibliographies; overviews and statistical profiles; curricula, teaching materials, and evaluation of materials; perspectives on education and participation in the labor force; literature on social, psychological, and cultural conflicts; and a list of Hispanic organizations and resource groups.

Lowman, Robert P., and Spuck, Dennis W. "Predictors of College Success for the Disadvantaged Mexican American." Journal of College Student Personnel, January 1975, pp. 40-48.

For seventy-five Mexican American students in a transition year program at selective private colleges, multiple regression analysis revealed that nontraditional predictors such as low income, difficulty with English, denied regular college admission, and high school underachievement with high IQ accounted for more variance in first-year college success than did the traditional predictors of Scholastic Aptitude Test and high school averages. The nontraditional variables were in reverse relationship to success for men and women. Only the negative effect of the high IQ underachievement variable was the same for men and women. The authors connect the differences to the Mexican American culture itself.

"Minority Women and Higher Education #2." Washington, D.C.: Project on the Status and Education of Women, Association of American Colleges, March 1975.

This paper summarizes some of the relevant data concerning the educational and economic status of Spanish-speaking women. Whenever possible, ethnic variations are noted. In general, the data are divided into the following three categories: Mexican-American, Puerto Rican, and other Spanish origins.

Nieto-Gomez, Anna. "Heritage of La Hembra," in Sue Cox (ed.), Female Psychology: The Emerging Self. Chicago: Science Research Associates, 1976, pp. 226-235.

A Chicana scholar examines the Mexican roots of Mexican American women. The Chicana today is confronted with the psychological heritage and images arising from the Spanish conquest, the encomienda system, and the colonial Catholic church. This article provides background material for understanding the context of the contemporary Mexican American woman.

Ramirez, Manuel, and Taylor, Clark Jr. "Mexican American Cultural Membership and Adjustment to School." Developmental Psychology, Vol. 4, No. 2, 1971, pp. 141-148.

Mexican-American and Anglo-American junior high and high school students of the lower socioeconomic class were administered an attitudes-toward-education test and a projective test, consisting of pictures for which they were asked to construct stories. The results showed that Mexican Americans expressed views toward

education which were less positive than those of Anglo-Americans. Scores are given for females and males. The authors attribute the findings to differences between the value orientations of the Mexican American and Anglo-American ethnic groups.

Richardson, Juanita Casillas. "A Re-Examination of the Role of Mexican-American Women." Integrateducation, Vol. 13, No. 2, March/April 1975, p. 32.

This is a brief statement in support of the awakening female consciousness of the Chicana, from a broad historical perspective. It is critical of machismo and supportive of efforts by Mexican Americans to liberate themselves from oppression and discrimination.

Sánchez, Rosaura and Cruz, Rosa Martinez (eds.). Essays on la Mujer. Los Angeles: UCLA, Chicano Studies Center, 1977.

Part One of this anthology contains papers about the socioeconomic status of Chicanas. Included are articles on the family and health care services. Part Two consists of several research papers. Among these is an analysis of La Malinche, from a feminist perspective. The original purpose of this book was to provide scholarly material for courses on the Chicana.

Trujillo, Marcella. "The Terminology of Machismo." Paper presented at the Chicana Conference, Colorado State University, Fort Collins, Colorado, 1974.

The author discusses the positive and negative aspects of the term "macho," and traces the historical development of the cult of machismo. A linguistic analysis reveals the sexism inherent in Spanish language and language use.

Women of Puerto Rican Origin. Washington, D.C.: U.S. Department of Labor, Women's Bureau, January 1977.

This is a basic collection of data on Puerto Rican women in the continental United States. Among the statistics included are figures on: population, age, marital and household status, labor force participation, occupational distribution, and income.

Women of Spanish Origin in the United States. Washington, D.C.: U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1976.

This is a broad colleciton of data which include statistics on: population, age, marital and family status, education, labor force participation, occupational categories, and median income.

E. MULTIRACIAL

Banks, James A. Teaching Strategies for Ethnic Studies. Boston: Allyn and Bacon, Inc., 1975.

This book contains background information, curriculum models, lesson plans, and bibliographies on different ethnic groups. It is a useful resource book.

Bernard, Jessie. Impact of Sexism and Racism on Employment Status and Earnings. New York: MSS Modular Publications, 1973.

Bernard presents a comparison of the relative impact of sexism and racism on the employment status and earnings of white men and women and Black men and women. Bernard concludes that: (1) racism is more serious for Black men than Black women; (2) sexism tends to be more serious for white women than Black women; (3) sexism is more serious for Black women than racism, except where it contributes to unemployment; (4) among educated women there is a form of "reverse racism," in that Black women earn more than white women; and (5) year-round part-time employment shows "reverse sexism," since women in this category earn more than men. Also of interest is Bernard's rebuttal letter to The American Sociologist, which rejected this paper for publication.

Civil Rights Digest, Vol. 6, No. 3, Spring 1974 (entire issue).

This issue is devoted to feminist perspectives on racism and sexism. The articles were written by authors representing each group of American minority women, as well as by a Black male and a white male. Resource, reading, and viewing lists are also included.

Dole, Arthur A. "Aspirations of Blacks and Whites for Their Children." Vocational Guidance Quarterly, Vol. 22, No. 1, September 1973, pp. 24-31.

This study was part of a comprehensive comparison of Black students and white students in an urban high school. Specifically, it is concerned with the extent to which the occupational aspirations of a group of Blacks and whites were related to the primary educational-vocational activity of their children six months after graduation from secondary school. The data presented contain sex-ratio breakdowns and reveal the aspirations of women of both races for their children. It also uncovers some significant insights into the correlation of the college or school intentions of Black females with the status level of parents' occupational aspirations for them. In fact, it suggests that in Black homes, especially with respect to daughters, the interpersonal dynamics may be distinct from those characterizing the white parent-child relationship.

Facts on Women Workers of Minority Races. Washington, D.C.: U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1972.

In spite of advances in the social and economic status of workers of minority races, substantial differences persist between the employment patterns of minority women and those of other groups. Minority women are more likely than white women to be in the labor force, to be working wives, and to be working mothers. Minority women workers generally have less formal education, higher rates of unemployment, and lower income than their white counterparts. They are also more likely to be in low-skilled, low-wage occupations. In comparison with minority men, they experience higher rates of unemployment and have lower earnings on the average.

Frost, Delyte. "A Special Place for White Women Only." Priorities, Vol. 1, No. 2, October 1975, pp. 4-6.

A white feminist discusses the relationship between racism and sexism and why feminists must combat both simultaneously.

Glover, Robert W. Placing Minority Women in Professional Jobs. Washington, D.C.: U.S. Department of Labor, 1978.

This is a "how to do it" manual for groups engaged in efforts to place underutilized minorities and women in jobs which they have not traditionally held. It outlines the procedures utilized in the Minority Women Employment Program's (MWEP) outreach effort and explains the rationale for using them. Details concerning program operations and mechanics are offered liberally. The resource appendices included are: aids to research; aids to recruiting minority women; aids to job development; job and career counseling resources; suggestions on résumé preparation; and job descriptions for field office staff of MWEP.

Glover, Robert W., and Greenfield, Paula S. The Minority Women Employment Program. Austin: University of Texas, 1976.

This is the final report of the U.S. Employment and Training Administration's Minority Women Employment Program (MWEP). This program was developed to place minority female college graduates in nontraditional managerial, professional, and technical occupations. To date, seven program sites across the country have been established. Included in the report is background information on the employment and economic status of minority women as well as the history and objectives of the program. The report also analyzes the services MWEP has provided. It documents the need for and benefits of this program, while providing an example of a solution to one problem faced by minority women.

Human--and Anti-human--Values in Children's Books. New York: Council on Interracial Books for Children, 1976.

Guidelines for parents, educators, and librarians to use in judging children's books are found in this book. Included is a content rating instrument and analyses of various books on minority and feminist themes.

Malcolm, Shirley Mahaley; Quick, Paula; and Brown, Janet Welsh. The Double Bind: The Price of Being A Minority Woman in Science. Washington, D.C.: American Association for the Advancement of Science, 1975.

This is a report from the AAAS Conference of thirty Black, Puerto Rican, Mexican American, and Indian women scientists. The conference was designed to explore how and why these women had "made it." Among the topics covered were: precollege experience of family and other social influences such as schools and the mass media; college and professional education; and career and professional experience. The report identifies several commonalities in the experiences of this group of women. It also lists recommendations proposed by conference members to facilitate participation by minority women in science and engineering, and some selected resources on minorities and women in science.

"Minority Women and Higher Education #3, A Selected Reading List on Black and Spanish-Speaking Women in Higher Education." Washington, D.C.: Association of American Colleges, Project on the Status and Education of Women, March 1975.

This short bibliography contains resources on Black women as students, faculty, and administrators, as well as on Chicano and Puerto Rican women.

Minority Women Workers: A Statistical Overview. Washington, D.C.: U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1977.

This is a compilation of basic data on nonwhite women, including figures on: labor force participation; unemployment; average yearly earnings; occupations; marital and family status; working mothers; and education.

Monthly Labor Review. Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics, May 1974.

This issue is devoted to examining trends in women's employment. It includes reports on women in the skilled trades, unions, and professions. A few of the articles have breakdowns by race, but the comparisons are only for Black and white women.

1975 Handbook on Women Workers. Washington, D.C.: U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1975.

This handbook is a compendium of facts relating to the present economic, civil, and political status of women in America. The information pertinent to minority women includes: their participation in the work force; their occupations; their wage or salary income; their family income; and their educational attainment. The data include specifics for Black and/or Spanish-origin women. Most of the figures group nonwhite women into the "minority" category, with the aforementioned expectations. In addition, there is information on the laws governing women's employment and status, as well as a brief guide to institutions and mechanisms useful to advancing the status of women.

Rickman, Geraldine. "A Natural Alliance." Civil Rights Digest, Vol. 6, No. 3, Spring 1974, pp. 56-65.

Rickman, an associate professor of psychology at the time of this writing, advances the theory that Black women represent the legitimate instruments by which the women's movement and the Black movement can form an alliance for accomplishing societal changes that will benefit both groups. She relies on Bennis' alteration of Likert's "linking pin" model for intergroup-horizontal collaboration to suggest that Black women have the needs, desire, ability, and manifest destiny to be "linking pins." The article contains statistical data relevant to the social profile of Black women in America and offers a ten-point summary of "bottom-line demands" affecting all women. The author also focuses on the Black professional woman and her problems and "achievements," compared with those of white women.

Sedlacek, William E., et al. "Racism and Sexism: A Comparison and Contrast." Journal of the National Association for Women Deans, Administrators, and Counselors, Vol. 39, No. 3, Spring 1976, pp. 120-127.

This article outlines research on racism and sexism based on the Situational Attitude Scale (SAS) and the Situational Attitude Scale--Women (SASW) measures designed to estimate the attitudes of whites toward Blacks and of men toward women, respectively. The author points out that while all men must interact with women, not all whites must do so with Blacks. The major differences in the findings of several studies on the SAS and SASW were that men generally viewed women more positively than whites viewed Blacks. The article concludes with several procedural recommendations for eliminating racism and sexism.

Sexton, Patricia Cayo. Minority Group Women. Washington, D.C.: U.S. Department of Labor, Women's Bureau, 1974.

Sexton presented this paper at a Women's Bureau conference which dealt with research needed to improve the employment and employability of women. Besides giving some background demographic information on minority women, she makes comparisons between groups of minority women and identifies several important research needs. Among the suggested research areas are: systematic compilation of existing material; identification of important data categories which are not collected or analyzed by race and sex; collection of employment data on small businesses, e.g., small shops where most Asian women work; and exploration of how unions and civil rights organizations can improve the job status of minority women.

Sexton, Patricia Cayo. Women and Work. Washington, D.C.: U.S. Department of Labor, Women's Bureau, 1977.

This is an examination of the data on the status of women workers in America, as well as a discussion of economic theory to explain their status. Patricia Cayo Sexton concludes with philosophical questions about social, political, and economic structures. Information specifically on minority women is also included, such as a description of the Department of Labor's Minority Women's Employment Program.

Social Indicators of Equality for Minorities and Women. Washington, D.C.: U.S. Civil Rights Commission, 1978.

This report addresses the problem of statistical measures and limited raw data by using new measures known as "social indicators of equality." Applied to the status and condition of minorities and women, these data provide a yardstick for the degree of improvement or decline in the level of well-being of these groups. Education, unemployment and occupations, income and poverty, and housing are the indicators used in this report. The commission's conclusions, findings, and recommendations are included along with many tables and indices under the aforementioned topics.

Stimpson, Catharine R. "Conflict, Probable; Coalition Possible: Some Remarks about Feminism and the Black Movement," delivered at the 55th Annual Meeting of the American Council on Education, October 6, 1972.

The author's thesis is that serious tensions exist between feminism and the Black movement as movements, and between white and Black women as persons. She details the basic principles of the feminist movement, while asserting and documenting the opinion that feminism is neither a monolithic nor majority force in American society. In fact, more Black women than white appear to accept the feminist's analysis that it is "unduly difficult to be a woman in America." Stimpson lists reasons why white women tend to distrust it. Nevertheless, she feels that there is a basis for coalition-building on the issues of employment and educational quality for all people and on several specific issues relating to all women.

Strickland, Bonnie R. "Aspiration Responses among Negro and White Adolescents." Journal of Personality and Social Psychology, Vol. 19, No. 3, 1971, pp. 315-320.

The present study is an attempt to consider variables of race and class in relation to aspirations. It includes controls for socioeconomic level and extends research on aspirations to an adolescent population. Based on previous findings, it was hypothesized that Black subjects would be less consistent and realistic in their expectancy responses following performance than would white subjects. The relative contributions of race and class to expectancy responses were examined with a control group for socioeconomic status. The data were analyzed for male and female subjects separately, so that the relationship of sex to aspirations could also be considered.

Terry, Robert. "The White Male Club." Civil Rights Digest, Vol. 6, No. 3, Spring 1974, pp. 36-42.

Presented in this article is a thorough analysis of the relationship between racism and sexism, as well as their institutionalization in American ideology. This is a basic reading for anyone concerned with nonsexist, nonracist education.

Thurow, Lester C. "The Economic Status of Minorities and Women." Civil Rights Digest, Vol. 8, Nos. 2, 3, Winter/Spring 1976, pp. 2-9.

The economic position of a minority group can be ascertained from four basic statistics: (1) relative employment; (2) relative earnings; (3) access to high-income jobs; and (4) relative family income. The data on family income and ethnicity reveal only three groups in a disadvantaged economic position: Blacks, Indians, and Hispanics. The author recommends universal, open-ended, right-to-work programs in order to achieve equality of opportunity. This article presents important background information for understanding the status of women of color.

Turner, Barbara F., and McCaffrey, Joanne Hammar. "Socialization and Career Orientation among Black and White College Women." Journal of Vocational Behavior, Vol. 5, 1974, pp. 307-319.

This study was designed to compare: (1) patterns of career preferences and career expectations among Black and white college women; and (2) developmental antecedents of career expectations among these women. The relationship of race to career orientation was treated within the framework of Rotter's social learning theory (SLT). Hypotheses were then deduced from postulates of SLT. Compared to whites, Blacks were more likely to: (1) expect full-time paid employment; (2) prefer less career involvement than they realistically expected; and (3) prefer less work than they expected.

We, the American Women. Washington, D.C.: U.S. Department of Commerce, Social and Economic Statistics Administration, Bureau of the Census, 1973.

This pamphlet provides statistics, based on the 1970 Census, about the American female population. Some data are presented for Black and Spanish-heritage women.

Window Dressing on the Set: Women and Minorities in Television. Washington, D.C.: U.S. Civil Rights Commission, 1977.

The data developed in this study document specifically the extent to which minorities and women (particularly minority women) continue to be underrepresented on local station work forces and almost totally excluded from decision-making and important professional positions at those stations. It further documents the allegation that minority women are underrepresented on network news programs, as well as in network television drama. The study also draws attention to the stereotyped or token roles frequently assigned to minority women when they do appear on television. Several articles outline the activity of the Federal Communications Commission (FCC) in the regulation of programming in the public interest, as well as its efforts in the area of equal employment opportunity. The number of tables and appendices included helps substantiate the findings of the report and its recommendations.

Window Dressing on the Set: Update. Washington, D.C.: U.S. Civil Rights Commission, 1979.

This continuation of the above study describes the portrayal of minorities and women in commercial television and drama, as well as their appearance in network news and local stations' labor forces. The data is drawn from the mid-1970's, but also includes research from 1977. The report concludes that the current trends in television indicate no improvement in the portrayal of minorities and women since 1969-1974, the period covered in the original study (1977).

Women in the Economy: Full Freedom of Choice. Conference Report. Washington, D.C.: U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1975.

This conference was intended to express the challenge, the range of problems, and the opportunities facing American women in 1975. It acknowledged the fact that that without the economic option, there are few others. One panel at the conference focused on "Minority Issues and Contributions" from the perspective of Black, Hispanic, Asian, and American Indian women.

Women Workers Today. Washington, D.C.: U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1976.

This report gives basic economic data from 1975 statistics. Included are figures on: the employment of minority women; the unemployment percentages of minority women; and median income for this group.

IV. ELEMENTARY AUDIOVISUAL RESOURCES

A. AMERICAN INDIAN

"Along Sandy Trails." New York: Viking Press, 1969. Filmstrip and cassette.

This filmstrip is a photographic presentation and poetic narration of a day in the life of a Papgo Indian girl of the Arizona desert. The emphasis is on the variety and abundance of nature. It is based on the book by Ann Nolan Clark.

"Annie and the Old One." New York: Newbery Award Records, 1979. Filmstrip and cassette.

This is a sound filmstrip of the Newbery Award-winning book by Miska Miles. It is a sensitive story of a young Navajo girl coming to grips with the death of her grandmother.

"Julie and the Wolves." New York: Newbery Award Records, 1974. Filmstrip and cassette.

This filmstrip is based on the Newbery Award-winning book by Jean Craighead George. Julie is lost in the Alaskan tundra. Her survival depends on a wolf pack and her own creativity and courage.

"Sing Down the Moon." New York: Newbery Award Records, 1974. Filmstrip and cassette.

This filmstrip is an adaptation of the Newbery Award-winning book by Scott O'Dell. It is the story of a Navajo girl who is sold into slavery and escapes only to face the removal of her people to a reservation.

Unlearning "Indian" Stereotypes. New York: Council on Interracial Books for Children, 1977. Filmstrip, cassette, and book.

This kit contains a study of stereotyping in children's books, "don'ts" on teaching about Indians, classroom activities, suggestions, and a filmstrip featuring Native American children reviewing children's books.

B. ASIAN AMERICAN

"Cynthia, Japanese-American Girl." Chicago: Society for Visual Education, 1970. Filmstrip and cassette.

This filmstrip describes some of the cultural traditions of one Japanese American family and Cynthia's involvement in them.

Five Families. New York: Scholastic Book Services, 1972. Filmstrips.

This kit contains filmstrips on five families in the United States. "Chinatown" presents the Asian American perspective. The Yangs are a bilingual family in San Francisco. Glimpses of a day in the Yang family show some aspects of their Chinese heritage and the different family roles.

"Jenny." New York: Anti-Defamation League of B'nai B'rith, 1978. 16mm film.

Jenny is a Japanese American girl. She and her family share their cultural heritage in this film. In addition, her parents and grandmother recall America's past treatment of Japanese Americans.

"Siu Mei Wong: Who Shall I Be?" New York: Learning Corporation of America, 1971. 16mm film.

This film is about a young Chinese American girl who faces a conflict of cultural values. Her father wishes her to attend Chinese classes, while Siu Mei wants to go to ballet class.

Understanding Chinese Americans. San Francisco: The Association of Chinese Teachers Curriculum Project, 1976. Filmstrips and cassettes.

This set of three filmstrips shows the lifestyles of three contemporary Chinese American children.

1. "Getting to Know Carol Low" shows a Chinese American girl living in San Francisco's Chinatown. Similarities and differences between the Chinese American and other American lifestyles are depicted.

2. "Julie's Report" emphasizes the contributions of the Chinese in America. Julie brings her uncle to class to tell what the Chinese did to help build America.

3. "My Friend, Roland Chan" presents the problems of a Chinese immigrant family living in Chinatown. Their difficulties with language, employment, and adjusting to a different environment are shown.

C. BLACK

"Annie Christmas: Lady Longshoreman." Chicago: Society for Visual Education, 1974. Filmstrip and cassette.

This is a tall tale of a Black "superwoman" who performed feats of strength and bravery in the early days of New Orleans. Caution: There is some sex stereotyping in this tale.

Eldred, Patricia Mulrooney. Diana Ross. Mankato, Minn.: Creative Education, 1975. Cassette and book.

This biography of Diana Ross traces her life from the time she was the lead singer of the Supremes through her career as an actress and solo performer. The tape is an exact narration of the book.

Grant, Matthew G. Harriet Tubman: Black Liberator. Mankato, Minn.: Creative Education, 1974. Cassette and book.

This biography of Harriet Tubman, a runaway slave, recounts her life as she worked to free her people before, during, and after the Civil War. The tape is a word-for-word reading of the book.

Morse, Charles, and Morse, Ann. Roberta Flack. Mankato, Minn.: Creative Education, 1975. Cassette and book.

This biography traces the life of the talented musician, who began as a music teacher. The tape is a word-for-word reading of the book.

Olsen, James T. Aretha Franklin. Mankato, Minn.: Creative Education, 1975. Cassette and book.

This biography of the popular musician emphasizes her gospel church background. The tape is a word-for-word reading of the book.

"Philip Hall Likes Me. I Reckon. Maybe." New York: Newbery Award Records, 1979. Cassette.

The Newbery Award-winning story by Betty Greene is narrated by Ruby Dee. It tells of the friendship between an eleven-year-old girl and boy.

"Roll of Thunder, Hear My Cry." New York: Newbery Award Records, 1978. Cassette.

The Newbery Award-winning book written by Mildred D. Taylor is dramatized. It is the story of a Black family in rural Mississippi during the Depression.

Taylor, Paula. Coretta King: A Woman of Peace. Mankato, Minn.: Creative Education, 1974. Cassette and book.

This biography of Coretta King emphasizes her background rather than her famous husband. The tape is an exact narration of the book.

"Wilma Rudolph: Three Olympic Victories." Chicago: Society for Visual Education, 1976. Filmstrip and cassette.

This filmstrip focuses only on Rudolph's Olympic athletic victories. It makes no reference to any other facet of her life or her training to achieve such victories.

D. HISPANIC

"Chicano Culture Series: Eugenia and Francisco's Wedding." South Pasadena, Calif.: Bilingual Education Services, 1975. Filmstrip and cassette.

A study of Chicano social life and customs is told by the flower girl in a wedding.

"Children of the Barrio: Ana's Trip to the Market." South Pasadena, Calif.: Bilingual Education Services, 1978. Filmstrip and cassette.

The market and important information about ethnic foods are shown from a child's point of view.

"Children of the Barrio: Maria's Life in the Barrio." South Pasadena, Calif.: Bilingual Education Services, 1978. Filmstrip and cassette.

Home and family life in the barrio are seen through a young girl's eyes.

V. SECONDARY AUDIOVISUAL RESOURCES

A. ASIAN AMERICAN

"Ahynung America: Two Korean Families." New York: Macmillan Films, 1978. 16mm film.

This documentary compares the experiences of two Korean families in America: one recent immigrant family works to maintain a grocery business; the other is the concert musician family of violinist Kyung-Wha Chung. The views and roles of women in both families are presented.

"The Changing Role of Asian Presbyterian Women." San Mateo, Calif.: Japanese American Curriculum Project, 1976. Filmstrip and cassette.

An overview of the history of Asian Americans is presented and the role of the church in the lives of Asian American women is emphasized.

"Jung Sai--Chinese American." New York: Macmillan Films, 1977. 16mm film.

Connie Young Yu, a Chinese American journalist, discovers her ethnic origins by traveling through the West and interviewing many Chinese about the early coolie labor, the work on the railway and in the mines, and the development of Chinatowns.

"Wataridori: Birds of Passage." Los Angeles: Visual Communications, n.d. 16mm film.

Through collected interviews with three Issei (first generation Japanese Americans), the history of Japanese immigration to the United States is described. One of the Issei featured is a woman.

B. HISPANIC

The Chicana: Past and Present. South Pasadena, Calif.: Bilingual Education Services, 1978. Filmstrips and cassettes.

This set of three filmstrips is designed to inform students of the potential and many achievements of Chicanas. Filmstrip titles are:

1. "The Chicana's Role in History"
2. "The Chicana in Contemporary Life"
3. "Contributions of Chicanas in Art and Literature"

"Chicano History of the Southwest, Set I: Mother of God." South Pasadena, Calif.: Bilingual Educational Services, 1978. Filmstrip and cassette.

An early female settler of Spanish New Mexico struggles to create a new life.

"Chicano History of the Southwest, Set II: A Chicana from Aztlán." South Pasadena, Calif.: Bilingual Educational Services, 1978. Filmstrip and cassette.

A young Chicana artist views her cultural roots as originating in all parts of the world.

C. MULTIRACIAL

Sources of Strength: Women and Culture. Newton, Mass.: WEEA Publishing Center, 1979. Books and cassettes.

This kit includes a teacher's guide, annotated bibliography, and oral history cassette tapes focusing on lessons and activities for students as well as background information for teachers. African, Chinese, Afro-American, and Chinese-American women are highlighted. It was developed through a Women's Educational Equity Act grant.

"Women in World War II." Stanford, Calif.: Multi-Media Productions, 1979. Filmstrip and cassette.

This filmstrip examines women's economic roles, as well as shows how the war affected their social lives, their activities at home, and their hopes for the future. It concentrates mainly on Anglo women.